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# **IPEDS**

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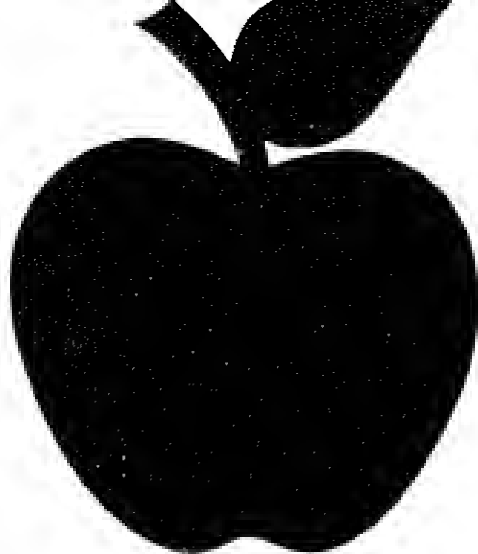
**INTEGRATED POSTSECONDARY  
EDUCATION DATA SYSTEM**

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**FOUR- AND TWO-YEAR INSTITUTIONS  
JANUARY 1986**

**CS Form 24, 1/86**





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# IPEDS

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## INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

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FOUR- AND TWO-YEAR INSTITUTIONS  
JANUARY 1986



**Completion Instructions**—when the survey is completed, return to your State Coordinator for forwarding to the National Center for Education Statistics (NCES). If your institution is not represented by a Coordinator at the State level, return the survey form directly to:

IPEDS Processing Center — VSE  
P.O. Box 4907  
Alexandria, VA 22303-0907



**Questions**—if there are any questions about this form, contact:

Susan G. Broyles  
(202) 254-6503



**Due Date**—January 31, 1986

*This form is authorized by  
law (20 U.S.C. 1221 e-1).  
While you are not required  
to respond, your  
cooperation is needed to  
make the results of this  
survey comprehensive,  
accurate, and timely.*

- II. What Can IPEDS Do For You?
- III. IPEDS State Coordination Plans
- IV. National Postsecondary School File
- V. Relationship to Other Federal Surveys
- VI. How Institutions Fit Into the IPEDS System
- VII. Periodicity, Scheduling, Due Dates
- VIII. Summary of Forms Information

### IPEDS COMPONENTS

Institutional Characteristics (IC)

Completions (C)

Occupational Specific Program Enrollment (EP)

Fall Enrollment (EF)

Residence of First-time Students (R)

Institutional Activity (EA)

Finance (F)

Salaries and Fringe Benefits (SA)

Staff (S)

Libraries (L)

### IPEDS FORMS AND INSTRUCTIONS

### IPEDS GLOSSARY



staff, and salaries.

### Why and How Was It Developed?

One of the tasks charged to the Center for Statistics (CS) by Congress is to report on the condition of postsecondary education in the United States. To do this, CS must describe postsecondary education and follow changes in its size, character, providers, and participants.

In the past, CS has accomplished this through three major surveys: The Higher Education General Information Survey (HEGIS), The Vocational Education Data System (VEDS), and The Survey of Noncollegiate Postsecondary Schools with Occupational Programs. The data from these surveys have been supplemented by "special studies," including periodic HEGIS surveys (e.g., Residence and Migration of College Students, Surveys of College and University Libraries); a sample survey of Recent College Graduates, Fast Response Surveys, and collaborative surveys with other Federal agencies. Through the development, implementation and operation of these surveys, CS became aware of several inherent methodological problems. For example, because of considerable overlap in the data collection universes associated with HEGIS and VEDS, institutions involved in both of these collection efforts were confronted with extra data burden. Even so, CS could not synthesize the extra information due to differences in data definitions, survey procedures, and the like. I



in recognition of these problems and based upon recommendations from the PSE community, CS developed the Integrated Postsecondary Education System (IPEDS) over a three-year period. IPEDS encompasses all providers of postsecondary education and permits a complete and adequate description of the postsecondary education enterprise. Throughout its development, every step was taken to ensure that IPEDS meets the following objectives:

- o Eliminate duplication and redundancy in postsecondary education data collection;
- o Minimize data burden;
- o Permit similar data to be comparable across postsecondary sectors;
- o Allow for the unique factors of the different postsecondary sectors; and
- o Provide valid and reliable statistics from postsecondary education providers.

#### Definition of Postsecondary Education

This system defines postsecondary education as the provision of formal instructional programs whose curriculum is designed primarily for students who have completed the requirements for a high school diploma or equivalent. This is to include programs whose purpose is academic,

education is conducted by a variety of providers, however, IPEDS is limited to those institutions (or an entity within an institution) whose primary purpose is the provision of postsecondary education. The following providers are included in the conceptual framework underlying the data collection:

1. Baccalaureate or Higher Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and that award at least a baccalaureate or higher degree in one or more programs.
1. Two-Year Award Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and that confer at least a two-year formal award (certificate or associate degree) or have a two-year program that is creditable toward a baccalaureate or higher degree in one or more programs, but do not award a baccalaureate degree.
1. Less Than Two-Year Award Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and whose programs are less than two years in duration and result in a terminal occupational award, or are creditable toward a formal two-year or higher award.

- Definitions that are both (1) relevant to all providers of postsecondary education and (2) consistent among components of the system have been formulated and tested.
- o A set of data elements has been established to identify characteristics common to all providers of postsecondary education.
  - o Specific data elements have been established to define the unique characteristics of various providers of postsecondary education.
  - o Relationships and dependencies among the several components of IPEDS have been established to avoid duplicate reporting and enhance the policy relevance and analytic potential of the data.
  - o IPEDS has recognized the problems involved in trying to make Inter-State and Inter-Institutional comparisons using CS postsecondary data and has addressed many of these problems through the use of clarifying questions - questions that ask what was or was not included in a reported count or total.
  - o Specialized but compatible reporting formats have been developed for different sectors of postsecondary education providers. In general, the reports developed for postsecondary institutions granting baccalaureate and higher degrees are the most extensive; forms for the 2-year, and less-than-2-year award granting sectors request less data. This design feature accommodates

tional sectors.

The system consists of several integrated components that will obtain and disseminate information on who provides postsecondary education (Institutions), who participates in it and completes it (students), what programs are offered and what programs are completed, and the resources involved in the provision of institutionally based postsecondary education, both human resources and financial resources. Specifically, these components include:

- o Institutional Characteristics
- o Total Institutional Activity
- o Fall Enrollment (and Compliance Report)
- o Fall Enrollment in Occupationally Specific Programs
- o Residence of First-time Students
- o Completions (and Compliance Report)
- o Finance
- o Staff
- o Salaries of Full-time Instructional Faculty
- o Libraries in Postsecondary Institutions

throughout the nation. These systems are accessed by over 5 million potential students each year.

- o Information on your school will help influence federal and state policy decisions on student financial aid and other funding issues.
- o It will allow military and industrial recruiters to identify sources for special skills.
- o Data will facilitate economic development in your local area by identifying concentrations of trained manpower.
- o It will allow you to become aware of other schools offering similar programs and services.
- o It will keep you informed of changes in the supply of trained manpower and the availability of specialized programs.
- o IPEDS is part of the Vocational Education Plan for Postsecondary Education (PL 98-524).
- o It will reduce the need to respond to multiple education-related surveys, and will facilitate the collection of State-level data.

their annual conference in July 1985 that each State should plan and develop its own coordination response plan for carrying out certain IPEDS related functions. A key part of the recommendation involved each SHEEO, Chief State School Officer (CSSO), initiating together discussion with other appropriate state personnel their State's coordinated response plan and then informing CS of that plan.

Accordingly, the SHEEO/CS Network Project Director, John Wittstruck, contacted all of the State's SHEEO's on July 30, 1985. He asked them to contact their State's CSSO and, with that person, invite an appropriate group of State-level representatives to a series of meetings to plan that State's coordinated response to IPEDS. Wittstruck asked that the final plan be summarized in a letter to CS signed by both the SHEEO and the CSSO, and that that letter should contain the following key information:

1. The name, title, agency, address, and phone number of the designated State-wide IPEDS Coordinator;
2. The name, titles, agencies, addresses, and phone numbers of the members of the State's Coordinated Response Team;
3. The names, titles, agencies, addresses, and telephone numbers of the persons who participated in developing the State's coordinated response plan (if different from #2 above);
4. Description of how the State's coordinated response plan will operate including: a) how the survey instruments for the

hico) have appointed a single, Statewide IPEDS coordinator. Eight States have appointed two IPEDS coordinators. In such cases, responsibilities are segmented between the collegiate and non-collegiate institutions, or between the public collegiate institutions and all other kinds of institutions in the State. Listed below are the names of the Statewide IPEDS Coordinators for each State. Contact your State's coordinator for information about 1) procedures to be followed in the State's coordinated response plan when you collect and submit IPEDS data; and 2) the names, addresses and phone numbers of your State's Coordinated Response Team members with whom you may be working.

ALABAMA: ALL INSTITUTIONS

Edward P. Rutledge  
Director of Information Systems  
The Alabama Commission of Higher Education  
One Court Square, Suite 221  
Montgomery, AL 36197  
Phone: (205) 269-2700

ALASKA: ALL INSTITUTIONS

Ronald A. Phipps  
Director for Academic Planning and  
Research  
Commission on Postsecondary Education  
Pouch FP - State Office Building  
Juneau, AK 99811  
Phone: (907) 465-2854

: (602) 255-3109

SAS: TWO-YEAR AND ABOVE

Spraggins  
iate Director  
sas Department of Higher  
cation  
W. Seventh Street  
e Rock, AR 72201  
: (501) 371-1441

SAS: LESS THAN TWO YEAR

Steward  
nt Data System Specialist  
n Department of Education  
lional and Technical Division  
tion Building-West  
e Rock, AR 72201  
(501) 371-1855

CORNIA: ALL BUT PROPRIETARY

Irish  
mation Systems Supervisor  
ornia Postsecondary Education  
mission  
- 12th Street  
amento, CA 95814  
: (916) 322-8022

ADO: ALL INSTITUTIONS

Chisholm  
tor of Information,  
agement and Research  
ssion on Higher Education  
Broadway, 2nd Floor  
r, CO 80203  
: (303) 866-2723



CONNECTICUT: STATE VOCATIONAL-TECHNICAL SCHOOLS

Ann Santagata  
State Department of Education  
P.O. Box 2219  
Hartford, CT 06145  
Phone (203) 566-5541

DELAWARE: ALL INSTITUTIONS

John F. Corrozi  
Executive Director  
Delaware Postsecondary Education  
Commission  
820 French Street  
Wilmington, DE 19801  
Phone (302) 571-3240

WASHINGTON, D.C.: ALL INSTITUTIONS

Shella Drews  
Supervisory Educational Planner  
Office of Postsecondary Education,  
Research and Assistance  
1331 H Street, N.W., Suite 600  
Washington, D.C. 20005  
Phone: (202) 727-3685

FLORIDA: ALL INSTITUTIONS

Jack Tebo  
Associate for Policy Analysis  
State Department of Education  
Knott Building  
1701 Capitol  
Tallahassee, FL 32301  
Phone: (904) 488-1812

anta, GA 30334  
ne: (404) 656-2213

ARGIA: PRIVATE INSTITUTIONS

d Kiehle  
rdinator of Planning  
te Board of Postsecondary  
ocational Education  
n Towers West, Suite 1004  
anta, GA 30334  
ne: (404) 656-6714

ALL: ALL INSTITUTIONS

est E. Petrich, II  
ector  
lce of Institutional Research  
nd Analysis  
iversity of Hawaii  
4 Dole Street, Bachman 105  
olulu, HA 96822  
ne: (808) 948-7532

HO: ALL INSTITUTIONS

ven Schmidt  
agement Informaton Officer  
lce of the State Board of  
ducation  
West State Street, Rm. 307  
se, ID 83720  
ne: (208) 334-2270

INOIS: ALL INSTITUTIONS

ert A. Wallhaus  
uty Director, Academic Affairs  
rd of Higher Education  
Reisch Building  
est Old Capitol Square  
ingfield, IL 62701  
ne (217) 782-2551

Indianapolis, IN 46204  
: (317) 232-1898

PUBLIC FOUR-YEAR UNIVERSITIES

at J. Barak  
y Executive Secretary  
Director of Academic Affairs/  
earch  
Board of Regents  
State Office Building  
Moines, IA 50319  
: (515) 281-3939

ALL OTHER INSTITUTIONS

Johnson  
College Aid Commission  
t Building  
Moines, IA 50309  
e: (515) 281-3501

AS: ALL INSTITUTIONS

an Eflrd  
arch Analyst  
es Legislative Educational  
anning Committee  
a House, Room 545-North  
ka, KS 66612  
e: (913) 296-3181

UCKY: ALL INSTITUTIONS

D. McDade  
clate Director for Higher  
ducation Statistics  
ucky Council on Higher Education  
U.S. 127 South  
kfort, KY 40601  
e (502) 564-7980

LOUISIANA: LESS THAN TWO YEAR

Elaine Webb  
Assistant Superintendent  
for Vocational Education  
State Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804-9064  
Phone: (504) 342-3525

MAINE: UNIVERSITY OF MAINE SYSTEM

B. Russell Smith  
Vice Chancellor  
University of Maine  
107 Maine Avenue  
Bangor, ME 04401  
Phone: (207) 269-2971

MAINE: ALL ELSE

Robert B. Hawkins  
IPEDS Coordinator  
State of Maine Department of  
Education and Cultural Services  
Division of Higher Education Services  
State House Station No. 119  
Augusta, ME 04333  
Phone: (207) 289-2183

MARYLAND: ALL INSTITUTIONS

Charles N. Benli  
Systems Specialist  
State Board of Higher Education  
16 Francis Street  
Annapolis, MD 21401  
Phone: (307) 269-2971

MASSACHUSETTS: LESS THAN TWO YEAR

Robert Silberzwely  
Division of Occupational Education  
Massachusetts Department of Education  
1385 Hancock Street  
Quincy, MA 02169  
Phone (617) 770-7389

MICHIGAN: ALL INSTITUTIONS

Robert Amundsen  
Higher Education Management Services  
Michigan Department of Education  
P.O. Box 30008  
Lansing, MI 48909  
Phone: (517) 373-3360

MINNESOTA: ALL INSTITUTIONS

Julie Schoenecker  
Minnesota Higher Education  
Coordinating Board  
550 Cedar Street, Suite 400  
Capitol Square Building  
St. Paul, MN 55101  
Phone: (612) 296-9692

MISSISSIPPI: ALL INSTITUTIONS

George Carter  
Acting Director for Financial  
and Information Systems  
Board of Trustees of State  
Institutions of Higher Learning  
P.O. Box 2336  
Jackson, MS 39225  
Phone: (601) 982-6611

: (314) 751-2361

NA: ALL INSTITUTIONS

C. Dunham  
Director, Research and Services  
University System  
South Last Chance Gulch  
Helena, MT 59620-2602  
Phone: (406) 444-6570

NA: ALL INSTITUTIONS

Gordon-Gessner  
Film Director  
Nebraska Coordinating Commission  
Postsecondary Education  
Box 95005  
Lincoln, NE 68509  
Phone: (402) 471-2847

NA: PUBLIC

Steinberg  
Chancellor's Office  
University of Nevada System  
Parsh Avenue  
Reno, NV 89509  
Phone: (702) 784-4022

NA: ALL PRIVATE

Griffin  
Administrator, Commission  
Postsecondary Education  
Capitol Complex  
E. William, Suite 102  
Reno City, NV 89710  
Phone: (702) 885-5690

NEW JERSEY: ALL TWO YEAR AND ABOVE

Maureen O'Connor  
Office of Research and Manpower  
State Department of Higher Education  
Room 542  
Trenton, NJ 08625  
Phone: (609) 292-4057

NEW JERSEY: ALL LESS THAN TWO YEAR

Greg Schuler  
Data Collection  
Division of Vocational Education  
and Career Preparation  
New Jersey Department of Education  
25 West State Street  
Trenton, NJ 08625  
Phone: (609) 292-6325

NEW MEXICO: ALL INSTITUTIONS

Porfirio R. Diaz  
Academic Coordinator for Higher  
Education  
Board of Educational Finance  
1068 Cerrillos Road  
Santa Fe, NM 87501  
Phone: (505) 827-8300

NEW YORK: ALL INSTITUTIONS

John J. Stiglmeier  
Director, Information Center  
on Education  
New York State Education  
Department  
Albany, NY 12234  
Phone: (518) 474-8716

:(919) 962-6981

NC CAROLINA: PROPRIETARY

Id Carrington  
ector, SOICC  
yment Security Commission  
Box 27625  
gh, NC 27611  
a: (919) 733-6700

ND DAKOTA: ALL INSTITUTIONS

Ellen Chaffee  
late Commissioner for  
ademic Affairs  
d of Higher Education  
e Capitol Building  
arck, ND 58505  
a: (701) 224-2960

OH: ALL INSTITUTIONS

J. Schaff  
ctor  
Occupational Information  
ordinating Committee  
sion of Labor Market Information  
Bureau of Employment Services  
Dublin Road, Bldg. A  
mbus, OH 43215  
a: (614) 466-8806

OKOMA: ALL INSTITUTIONS

y Hayes  
Chancellor for Educational Outreach  
oma State Regents for Higher Education  
Education Building  
e Capitol Complex  
oma City, OK 73105  
a: (405) 521-2444



ne: (503) 378-3921

ERTO RICO: ALL INSTITUTIONS

on Burgos-Diaz  
Associate Executive Secretary  
Council on Higher Education  
F, UPR Station  
Juan, PR 00931  
ne: (809) 751-2644

NSYLVANIA: ALL INSTITUTIONS

er G. Hummel  
ef, Division of Data Services  
nsylvania Department of Education  
Market Street  
Harrisburg, PA 17126-0333  
ne: (717) 787-2644

IE ISLAND: ALL INSTITUTIONS

a M.B. Feltosa  
arch and Academic Program Specialist  
e Island Office of Higher Education  
Promenade Street, Rm. 217  
vidence, RI 02908  
a: (401) 277-2685

! CAROLINA: ALL INSTITUTIONS

Metcalf  
linator of Data and Budget System  
Carolina Commission on Higher  
cation  
Main Street, Suite 650  
bla, SC 29201  
: (803) 758-2407

North Illinois  
re, SD 57501  
e: (605) 773-3134

ESSEE: ALL INSTITUTIONS

y Raines  
rmation Systems Director  
essee Higher Education Commission  
Union Building, Suite 300  
ville, TN 37219  
e: (615) 741-3605

S: NONPROFIT

Corder  
ctor of Research  
pendent Colleges and Universities  
Texas, Inc.  
Westgate Bldg., Suite 220  
Box 13105  
lin, TX 78711  
e: (512) 472-9522

S: PROPRIETARY

on Stewart  
utive Director  
s Association of Private  
hools  
Box 13481  
lin, TX 78711  
e: (512) 444-8463

: ALL INSTITUTIONS

ard C. Romney  
stant Commissioner, Financial  
d Information Systems  
State Board of Regents  
lad Center, #550  
Lake City, UT 84180-1205  
e: (801) 538-5201

ne: (802) 828-2376

RGINIA: ALL INSTITUTIONS

nes M. Alessio  
Assistant Director, Research and  
Information Systems  
ate Council of Higher Education  
nes Monroe Building  
North Fourteenth Street  
hmond, VA 23219  
ne: (804) 225-2640

HINGTON: ALL INSTITUTIONS

tin Harding  
lcy Specialist  
ncil for Postsecondary Education  
East Fifth Avenue, EW-11  
mpis, WA 98504  
ne: (206) 754-2225

VIRGINIA: ALL INSTITUTIONS

es Preston  
earch Analyst  
Virginia Board of Regents  
3368  
leston, WV 25333  
e: (304) 348-2101

ONSIN: ALL INSTITUTIONS

n F. Cammack  
plate Vice President  
ersity of Wisconsin System  
Van Hise Hall  
on, WI 53706  
e: (608) 262-6441

100 South, Avenue  
Cheyenne, WY 82002  
Phone: (307) 777-7764

guidance planners.

The Center for Statistics worked closely with the National Occupational Information Coordinating Committee (NOICC) and the State Occupational Information Coordinating Committees (SOICCs) so that we could collect the data needed for their Statewide Career Information Delivery System. We included data items on the IC form for this specific purpose in developing a postsecondary school file.

HEGIS deliver national, State and local information to individuals who are exploring careers or seeking employment. They provide relevant occupational and educational information for making job and career decisions that people face at different stages of their lives.

HEGIS systems offer an important resource for vocational and career education programs, career and employment counseling, job placement, educational planning. They can be used throughout a State, in a wide variety of settings, such as secondary schools, postsecondary institutions, libraries, public and private job development and training facilities, government agencies, vocational rehabilitation centers, and community-based organizations.

In the past, with the HEGIS survey, data for each survey was on a separate tape. Now, for the first time, key characteristics such as size of institution, program offerings and tuition will be merged with the Institutional Characteristics data to develop a postsecondary school file.

Education Data System (IPEDS) does not duplicate other data collection activities involving postsecondary education providers. In addition to assessing the data collection efforts of other Federal agencies (e.g., National Science Foundation, Department of Agriculture, Department of Defense, Census Bureau, Bureau of Labor Statistics) through examination of their forms, CS has had on-going discussions with other Education Department offices (e.g., Office for Civil Rights (OCR), Office of Postsecondary Education (OPE), Office of Vocational and Adult Education (OVAE)) and with the Equal Employment Opportunity Commission (EEOC) to ascertain their need for data and the role IPEDS can play in meeting those needs. Duplication has been avoided and data needs have been incorporated into IPEDS. Some specifics of CS efforts to avoid duplication are detailed below.

Table A indicates the postsecondary institutional and State collection activities of various Federal programs and their relationship to IPEDS.

Racial/ethnic detail was collected by CS for the first time in the fall 1976 to satisfy compliance requirements of the Office for Civil Rights (OCR). Inclusion of these race categories in the 1976 Fall Enrollment survey made it possible for OCR to eliminate its own Higher Education Compliance Report for that year and to establish a mechanism for collecting compliance data biennially through CS surveys. Cooperation between OCR and CS has also resulted in the use of CS surveys to collect racial/

will collect much more limited staff data from smaller institutions. CS will then pass the EEO-6 staff report along with the IPEDS staff data so a comprehensive picture of staff in postsecondary education can be drawn. This coordination will begin in 1987. ED, CS and EEOC have drafted an agreement document to formalize this coordination effort. In 1985 EEOC will use CS' universe and the IPEDS institutional characteristics data in lieu of collection of separate IC information on the EEO-6 form. Not only does this avoid duplication, it helps to reduce burden.

CS is the only centralized bureau that provides for the collection and dissemination of national statistics on postsecondary education. One result of CS efforts, and data system such as IPEDS, is the standardization of postsecondary data element definitions and reporting formats across the States and institutions. Standardization effectively reduces duplicative reporting and respondent burden because States tend to use CS data as the core for their own postsecondary data collection activities; and there is less need for States or institutions to collect data on their own from other States and institutions.

To ensure that IPEDS would help reduce duplication by providing a national data base in postsecondary education, CS examined State non-Federal data collection efforts in great depth and has been in close contact with State officials and institutional personnel throughout IPEDS' development. See below for outside consultations.

Throughout the development of the project, opportunities have been taken to discuss the project with data respondents, federal agencies, data users, and any other interested parties. The number of persons contacted in the past three years is literally in the hundreds. Reactions have been solicited and incorporated into the work completed thus far. The highlights of this consultation process, which will be discussed below, are:

- a. Formulation of a National Planning Committee to serve in an ongoing advisory capacity to the project.
- b. Discussion with Federal agency personnel, Congressional Committee members and private associations on their needs for postsecondary education data.
- c. Formulation of two committees composed entirely of data providers and subject matter experts to review all drafts of IPEDS finance and student data forms.
- d. Discussions of draft forms with data users and providers: State agency personnel, Federal agencies, postsecondary education association researchers.
- e. Feasibility site visits.
- f. The American Library Association for the libraries in postsecondary institutions component.
- g. Workshops on IPEDS State agency representatives.
- h. The Association for Institutional Research (AIR) Task Force.



National Planning Committee (NPC). This committee has met six times since December, 1982, and along with CS personnel, has defined the basic parameters of IPEDS. These parameters included:

1. Definition of the universe of interest; and
2. Types of data to be collected.

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# SURVEYS OF POSTSECONDARY INSTITUTIONS (Cont)

Type of Data	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED
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## Staff

<u>Full Staff</u> (supplemental to EEOC) ^^	C(U)*	U	U*	C			
Sex	C(U)*	U	U*	C			
Race/ethnicity				C			
Salaries by intervals				C			

## Salaries of Full Time Instructional Faculty

	C	U					U
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## Total Credit Activity

	C	U					U
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C = Agency collects data

U = Agency uses data

\* = Agency would collect data, if another agency were not already collecting these data.

^^ = IPEDS will collect data only from those institutions in the PSE universe not surveyed by EEOC and in less detail than EEOC.

# POSTSECONDARY SURVEYS OF INDIVIDUALS

	IPEDS	Other CS	OCR	EEOC	CS Vocad Plan	OVAE	Other ED
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l students		C			U*	U	U
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acteristice		C			U*		U
ial Needs		C			U*		U
se taking patterns		C			U*		U
ere		C			U*	U	
letere		C			U*	U	
ow-ups		C			U*	U	
oyer Follow up		C			U*	U	
-----							
ency collects data							
ency uses data							
ency would collect data, if another agency were not already llecting these data.							

	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED	NO
Participation								
Adult Education		U*					U	
Non-Credit		U*					U	
Non-traditional								
Providers		U*				U		
Adult Basic								
Education		U*						
Recreational/ Vocational								
Education		U*						
-----								
Follow-up		C					U*	
Four-year Degree								
Recipients								
-----								
Part-time,								
Full-time								
Residence							C	
Characteristics							C	
Attitude							C	
Financial Aid							C	
-----								
Student Financial								
Application								
Grants							C	
-----								
Diff in PSE								
Characteristic		C			U*	U		
Job Status		C			U*			
Credentials		C			U*			
Salary/Earnings					U*			
Description of								
Facilities		C			U*	U		

Agency collects data

Agency uses data

Agency would collect data, if another agency were not already collecting these data.

# POSTSECONDARY SURVEYS OF STATES

	IPEDS	Other CS	OCR	EEOC	CS Voced Plan	OVAE	Other ED	N
tion of nds by ative e					U*	U*	C^^	
and t hour ements for Programs git CIP					C	U		
xpenditures islative e Year diture Year tical to VEDS cial form, A)					U* U*    U*	C C    C	U U    U	
populations ogram access tional definintion pecial populations within State ations and for l service delivery ities related to ss and accommodation					C      C			
ncy collects data								
ncy uses data								
ncy would collect data, if another agency were not eady collecting these data.								
llected by the Office of Planning, Budgeting, and Evaluation								



# POSTSECONDARY SURVEYS OF INDIVIDUALS (Cont)

Type of Data	IPEDS	Other CS	OCR	EEQC	CS Voced Plan	OVAE	Oth ED
Participation in Postsecondary Education		U*					
Non-credit		U*					U
Collegiate Edu- cation		U*					U
Vocational Edu- cation		U*					U
Non-traditional Providers		U*					U

= Agency collects data

= Agency uses data

= Agency would collect data, if another agency were not already  
collecting these data.

## VI. HOW INSTITUTIONS FIT INTO THE IPEDS SYSTEM

Your institution will fit into the IPEDS system based on its control (public, private non-profit, private profit) and highest level of offering. The category in which your institution fits determines the forms that will be sent to your institution.

Table B provides a matrix indicating which forms each of the different types of institutions will receive.

## DEFINITIONS:

Public - An educational institution operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported primarily by public funds.

Private (Non-Profit) - An educational institution which is controlled by an individual or by an agency other than a State, a subdivision of a State, or the Federal government, usually which is supported primarily by private funds other than public funds, and the operation of whose program rests with officials other than publicly elected or appointed officials.

Private (Profit) - An educational institution that is under private control and whose profits derived from revenues are subject to taxation.

Less Than Two-Year Award Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and whose programs are less than two years in duration. These institutions offer, at a minimum, one program that results in a terminal educational award, or is creditable toward a formal two-year or higher award. The categories in this group are characterized by length of program and number of programs offered.

Two-Year Award Institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and which confer at least a two-year formal award (certificate or associate degree) or have a two-year program that is creditable toward a baccalaureate degree.

higher degree in one or more program areas. These institutions cannot award a baccalaureate degree. The categories within this group are characterized by length of program, and number program area offerings.

Baccalaureate or Higher institutions - Institutions or subsidiary elements whose primary purpose is the provision of postsecondary education and that confer at least a baccalaureate or higher degree in one or more programs. The categories within this group are characterized by type of award, number of programs, and number of awards conferred.

Type of Control	Public	Private Non-Profit	Private Profit	Public	Private Non-Profit	Private Profit	Public 1/	Private Non-Profit	Private Profit
<u>Characteristics</u>	IC1	IC1	IC1	IC2	IC2	IC3	IC2	IC3	IC3
	EF1	EF1	EF1	EF2	EF2	EF2	EF3	EF3	EF3
	EA1	EA1	EA1	EA2	EA2	EA2	EA2	EA3	EA3
ily Specific Enrollment	EP	EP	EP	EP	EP	EP	EP	EP	EP
<u>First-Time</u>	R1	R1	R1	R2	R2				
	C1	C1	C1	C2	C2	C2	C3	C3	C3
d Expenditures	F1	F1	F1	F1	F1	F2	F3	F2	F2
	S	S	S	S	S	S	S	S	S
d Fringe Benefits	SA	SA	SA	SA	SA		SA		
ime Instructional	L	L	L	L	L	L	L	L	L

ational-Technical schools operated by Local Educational Agencies

Secondary Certificate, Award or Diploma At Least t Less Than Two Academic Years.	(8) Post-Master's Certificate
ate's Degrees	(9) Doctor's Degree
Secondary Certificate, Award or Diploma of At Two But Less Than Four Academic Years	(10) First-Professional Degree
or's Degree	(11) First-Professional Certificate (Post Degree)

## VII. PERIODICITY OF IPEDS SURVEYS

### IPEDS Component

#### Institutional Characteristics

##### Fall Enrollment (totals)

Race/ethnicity

Age

##### Fall Enrollment in Occupationally Specific Programs

Totals by Program

Racial/ethnicity by Program

#### Residence of First-Time Students

#### Institutional Activity

##### Completions

Totals by Award by Program

Race/ethnicity by Award and Program Area

#### Finance

#### Staff

#### Salaries of Full-time Instructional Faculty

#### Libraries

Ev

# A. IPEDS IMPLEMENTATION SCHEDULE

IPEDS Component	1986	1987	1988	1989
Institutional Characteristics	X	X	X	X
Institutional Activity		X	X	X
Fall Enrollment	X	X	X	X
with R/E data	X		X	
with age data		X		
Occupational Specific Program Enrollment				
with R/E data		X		X
Completions	H	X	X	X
with R/E data		X		X
Finance	H	X	X	X
Staff		X		X
Salaries and Fringe Benefits		X		X
Residence of First-Time Students	X		X	
Libraries			X	

H Indicates HEGIS survey will be conducted.

All forms in each cycle of data collection will be mailed out 15<sup>1</sup>/<sub>2</sub> of each year except for Institutional Characteristics which will be mailed in November of each year. Because of the different national requirements of the data, however, the due dates, closeout dates and subsequently the data release dates will vary by component.

<sup>1</sup>/<sub>2</sub>The partial mail-out of IPEDS forms in 1986 will not take place until August.



B. IPEDS SURVEY SCHEDULE OF DUE DATES

	<u>Form</u>	<u>Due Date</u>
Institutional Characteristics	IC	January 1
Fall Enrollment	EF	November
Fall Enrollment In Occupationally Specific Programs	EP	November
Institutional Activity	EA	October 1
Completions	C	October 1
Residence of First-Time Students	R	November 1
Finance	F	November 1
Fall Staff	S	November 1
Salaries of Full-Time Instructional Faculty	SA	November 1
Libraries	L	November 1

VIII. FORMS INFORMATION FOR 2 YEARS AND ABOVE INSTITUTIONS

	Type of Control and Highest Level of Offering	Suggested Respondent	Periodicity	Initial Collection	Coverage	Due
	All types Bacc/or higher	Pres. Office	Annual	12/85	1985-86 Academic yr	
	Public, and Private Non-profit/ at least 2 yr but less than Baccalaureate	Pres. Office	Annual	12/85	1985-86 Academic yr.	
	Private Profit at least 2-yr but less than Baccalaureate	Pres. Office	Annual	12/85	1985-86 Academic yr	
ry Report	All types Bacc or Higher	Registrar Inst Research	Annual	IPEDS 86	Fall 1986	12/86
ance Report & field study)	All types Bacc or Higher	Registrar Inst Research	Biennial	IPEDS 86	Fall 1986	12/86
B - Age	All types Bacc or Higher	Registrar Inst Research	Every 4 yrs.	IPEDS 87	Fall 1987	12/87
ry Report	All types at least 2-yr but less than Bacc	Registrar Inst Research	Annual	IPEDS 86	Fall 1986	12/86
ance Report )	All types at least 2-yr but less than Bacc	Registrar Inst Research	Biennial	IPEDS 86	Fall 1986	12/86
B - Age			Every 4 years	IPEDS 87	Fall 1987	12/87
)	All types 2 yrs. and above with Occup Programs	Registrar Inst Research	Biennial	IPEDS 87	Fall 1987	12/87
A & B Credit	All Types Bacc or Higher	Registrar Inst Research	Annual	IPEDS 87	7/86-6/87	10/87
C Headcount	All types Bacc or Higher	Registrar Inst Research	Biennial	IPEDS 87	7/86-6/87	10/87

EA 2 Parts A & B Total Credit Hours	All types At least 2-yr, but less than Bacc	Registrar Inst Research	Annual	IPEDS 87	7/86-6/87	10/
Part C Undup. Headcount	All types At least 2-yr but less than Bacc	Registrar Inst Research	Biennial	IPEDS 87	7/86-6/87	10/
R 1	All types Bacc or Higher	Registrar Inst Research Admissions	Biennial	IPEDS 86	Fall 86	11/1
R 2	Public, & Private Non-profit at least 2 yr but less than Baccalaureate	Registrar Inst Research Admissions	Biennial	IPEDS 86	Fall 86	11/1
C 1 Summary Report	All types Bacc or Higher	Registrar Inst Research	Annual	IPEDS 87	7/86-6/87	10/
Compliance Report Summary Report	All types Bacc or Higher	Registrar Inst Research	Biennial	IPEDS 87	7/86-6/87	10/
C 2 Summary Report	All types at least 2 -yr but less than Baccalaureate	Registrar Inst Research	Annual	IPEDS 87	7/86-6/87	10/
Compliance Report (Race)	All types at least 2-yr but less than Baccalaureate	Registrar Inst Research	Biennial	IPEDS 87	7/86-6/87	10/
L	All types 2-yrs and above with Libraries	Librarian	Every 4 yrs	IPEDS 88	Fiscal yr 88 & Fall 88	11/
F 1	All types Bacc or Higher	Business Officer Comptroller	Annual	IPEDS 87	Fiscal yr 87	11/

Private Profit at least 2-yr but less than Baccalaureate	Business Officer Comptroller	Annual	IPEDS 87	Fiscal Yr.	11/15/
All Types 2-yrs. and Above	Pres. Office Academic Dean	Biennial	IPEDS 87	Fall 87	11/15/8
All Types 2-yrs. and Above	Pres. Office Comptroller	Biennial	IPEDS 87	Fall 87	11/15/8



INSTITUTIONAL CHARACTERISTICS  
(Form IC1)

A. PURPOSE

The Institutional Characteristics (IC) data are the foundation of the entire IPEDS system. These data elements constitute the primary information that is necessary to interrelate and understand other descriptive kinds of statistical data about education, such as enrollments, staff, graduates, and finance.

The information is essential to:

- o establish the survey control file for IPEDS;
- o create the basis for the National School File;
- o define parameters for establishing specific postsecondary institutional sectors; and
- o develop data collection sampling frames.

The primary purpose of the Institutional Characteristics (IC) component of IPEDS is to collect the basic data that describe the universe of postsecondary education institutions in the United States and its outlying areas. The resulting data file will be used as a control file for the entire IPEDS system and will allow for meaningful aggregation of data for presentation and publication of final survey results.

B. USES OF DATA

IC will collect those characteristics on which data files may be sorted and institutions can be identified for research purposes, data analysis and sample selection. For example, information on enrollment and program titles obtained from proprietary institutions on the IC survey

will allow CS to sample this sector for all other IPEDS components, greatly reducing the burden to this sector.

In addition to the need for these data within CS and the Department of Education (Title III and Higher Education Act programs and the Department for Civil Rights utilize data from IPEDS Institutions), other Federal agencies rely on the data base (which is made available on tape) of the resulting list of postsecondary Institutions. For example, Federal agencies as well as private corporations require accurate information about institutions for financial aid purposes, matching grant programs.

Because the data base lists the programmatic accreditation of each Institution, it also can be used: to determine the accreditation of Institutions applying for research grants; to aid institutional evaluation of credentials of applicants for admission to postsecondary schools; to aid employers (including the Office of Personnel Management and various military branches) in evaluating credentials of job applicants; and to provide students with basic information on the Institutions they plan to attend.

In summary, the Institutional Characteristics information is the cornerstone of the CS postsecondary data collection.

### C. PERIODICITY

Institutional Characteristics data will be collected on an annual basis from all Institutions in the IPEDS universe.

The initial mailout of survey forms was made in December 1980 to some 16,000 providers of postsecondary education. In subsequent

respondents will be requested to update the data that they provided the previous year, whereas, newly identified institutions will respond on a blank survey form.

D. COVERAGE

The Institutional Characteristics survey will be mailed to every institution in the IPEDS universe.

All institutions that offer a baccalaureate or above award should complete Form ICI.



**INSTITUTIONAL IDENTIFICATION**

Institution's Name (Print or Type)		Office
Address (Print or Type)		City (Print or Type)
State (Print or Type)	Zip (Print or Type)	Country (Print or Type)
Name of Person Responsible for Completion of Report		
Telephone (Print or Type)	Financial Aid Office (Print or Type)	Admissions Office (Print or Type)

In the space provided at the top of the report, enter the institution's name and mailing address, and copy your 7-digit ID number from the preprinted address label on the cover page. Also enter the name, area code and phone number of the person responsible for completing this report.

1. Corporate Name and Address - Enter the full name and mailing address of the institution, including 9-digit zip code (if known). This information should appear in an institutional listing.
2. Name and Title of Chief Administrator of Institution - Enter the name and title of the chief administrator of the entity completing this report. (Example: President, Chancellor, Provost, etc.)
3. Telephone numbers - Enter the telephone numbers for general information inquiries, Financial Aid Office, and the Admissions Office.
4. Respondent - Enter the name, title, and telephone number of the person responsible for completing this report.

Location of Institution - Enter the name of the county or Independent city in which your administrative unit is located.

Congressional District - Enter the number(s) of the congressional district(s) in which the institution is located. If the entity is physically located in more than one congressional district, please indicate the number of each district and place an asterisk (\*) beside the number of the district in which the main administrative office is located.

Each survey form should have a preprinted address label in the lower right corner of the cover page to the Institutional Characteristics survey form. When entering your institution's full name and mailing address in the Institutional Identification portion of the form, please be sure to carefully enter your 7-digit identification number which can be found on the preprinted label.

Institution XX XXXXX City, ST Zip	## ##### xx	ID CODE
---	----------------	------------

This number is extremely crucial to the conduct of the survey since it will be used for control purposes throughout the processing of the survey form.

The telephone numbers that are entered should be those that the institution wishes to have made available to the public since they will become part of the National School File.

PART A ORGANIZATION AND ACCREDITATION

1. The institution (entity) covered by this report is:

- a. ☐ A single institution offering instructional programs at one or more sites. Go to Question 2.  
b. ☐ Part of a multi-institution system.

Name of institutional system \_\_\_\_\_

This institution is a (type of institution):

- (1) ☐ Central office or system office — Please stop and return the form to NCES  
(2) ☐ Administratively equal institution. Go to Question 2.  
(3) ☐ Parent institution. Go to Question 2.  
(4) ☐ Branch institution (Please continue)

Please provide name and address of parent institution:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Indicate below (with an X in the appropriate column) whether the institutional records specified are maintained separately at your branch or by the parent institution listed above.

Record or type of information	Maintained by	
	Branch	Parent institution
(a) Student records		
(b) Staff records		
(c) Revenues and expenditures		

Institutional Type - Indicate in the appropriate box the type of institution covered by this report. This question pertains to organization and administration, not to the location of instruction which is addressed in Part B.

- a. Check box a if your institution operates independently of any other institution. It may conduct classes at one or more sites, but should not have other operating branches in any other locations.

Example: University of Rhode Island

b. If your institution is part of a multi-campus institution or part of a system of institutions, please check box b and identify the name of the institutional system. Also please identify the type of institution your unit represents within this system as follows:

1. Check box 1 if your unit is a central or system office, i.e., strictly an administrative component. No further information is needed, please return this form to

Example: State System of Higher Education  
(Pennsylvania) - Central Office

2. Check box 2 if your institution is one of the administratively-equal campuses of a central administration or system.

Example: Shippensburg University of Pennsylvania

3. If your institution is a parent institution (please see definition), please check box 3 and send CS a list of branch campuses. Indicate with an asterisk (\*) the schools for which the parent institution maintains student and financial records. (NOTE: IPEDS will survey these branches separately, but will send one set of all other survey forms to the parent institution.)

Example: Clarion University of Pennsylvania

4. Box 4 should be checked if your institution is a branch institution (see definition). Please also indicate which records are separately maintained by your institution and which are maintained by the parent institution.

Example: Clarion University of Pennsylvania -  
Venango Campus

2. Institutional Control or Relationship (Check all that apply):

**PUBLIC**

- (1) ☐ Federal
- (2) ☐ State
- (3) ☐ Territorial
- (4) ☐ School District
- (5) ☐ County
- (6) ☐ Township
- (7) ☐ City
- (8) ☐ Special District
- (9) ☐ Other

**PRIVATE**

- (10) ☐ Profit Making
- (11) ☐ Nonprofit
  - ☐ a Independent (No religious affiliation)
  - ☐ b Religious Affiliation
    - ☐ Catholic
    - ☐ Jewish
    - ☐ Protestant (Specify) \_\_\_\_\_
    - ☐ Other (Specify) \_\_\_\_\_

Institutional Control or Relationship - Indicate the appropriate control or relationship under which the institution operates. Affiliation with a religious group need not imply financial backing. Check the appropriate religious affiliation. If the religious affiliation is Protestant or other, specify the denomination. If more than one response is appropriate, check all that apply.

Certain categories are mutually exclusive:

If your institution is publicly-controlled, check any of boxes 1 through 9;

If your school is organized for profit, check box 10;

Box 11a is exclusively for independent, nonprofit institutions without religious affiliation; and

Boxes under 11b are to be used only if your institution is affiliated with a religious organization.

3. Level of Offering (Check all that apply)

- (1) ☐ Postsecondary Certificate, Award or Diploma of Less Than One Academic Year
- 2. ☐ Postsecondary Certificate, Award or Diploma of At Least One But Less Than Two Academic Years
- 3. ☐ Associate's Degree
- 4. ☐ Postsecondary Certificate, Award or Diploma of At Least Two But Less Than Four Academic Years
- 5. ☐ Bachelor's Degree

- (6) ☐ Postbaccalaureate Certificate
- (7) ☐ Master's Degree
- (8) ☐ Post-Master's Certificate
- (9) ☐ Doctor's Degree
- (10) ☐ First Professional Degree
- (11) ☐ First Professional Certificate (Post-Degree)

\*One academic year equals 30 semester credit hours or its equivalent, or 900 contact hours

Level of Offering - Check all applicable levels for all credit offered at this institution. Program levels are identified on the basis of either recognition for their completion, or duration, or a combination thereof.

(1) through (4) - Note that these categories are different from the basis of length of programs. Do not designate the categories on the basis of the terminology used by the institution to describe these completions. All references to length of study should be interpreted to mean the equivalent of full-time academic year. For example, at least 1 but less than 2 years refers to the number of years or the courseload that would normally be completed by a student attending within the stated time periods. One academic year equals 30 semester credit hours or its equivalent, or 900 contact hours of instruction.

(5), (7), (9), and (10) - Indicate those degree levels for which the institution is authorized to make formal awards.

(6), (8), (11) - Indicate programs for which the institution offers formal recognition at these levels. Examples might be additional credit hours needed to complete licensure requirements; refresher courses in any technical or professional area; certificates of competency (for example, in performing arts); or advanced work that does not meet the requirements for the next higher degree but constitutes an organized body of study and is recognized by the institution.

### DEFINITIONS

#### POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (LESS THAN 1 ACADEMIC YEAR).

Requires the completion of a program that would be completed in less than 1 academic year (2 semesters or 3 quarters) or less than 900 contact hours by a student enrolled full-time.

#### POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (AT LEAST ONE BUT LESS THAN TWO ACADEMIC YEARS).

Requires completion of an organized program of study at the postsecondary level of instruction of at least one but less than two full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

ASSOCIATE'S DEGREE. Normally requires at least 2 but less than 4 years of full-time equivalent college work.

#### POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (AT LEAST TWO BUT LESS THAN

FOUR ACADEMIC YEARS). Requires completion of an organized program of study at the postsecondary level in at least two but less than four



full-time equivalent academic years, or designed for completion of at least 60 but less than 120 credit hours, or at least 1,800 but less than 3,600 contact hours.

BACHELOR'S DEGREE. Normally requires at least 4 but not more than 6 years of full-time equivalent college work. This includes ALL baccalaureate degrees conferred in a COOPERATIVE or WORK-STUDY PLAN or PROGRAM. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows the student to combine actual work experience with his college studies. Also includes bachelor's degrees in which the normal 4 years of work is completed in less than 4 years.

POSTBACCALAUREATE CERTIFICATE. Requires completion of an organized program of study requiring 30 credit hours beyond the bachelor's degree for persons who have completed a baccalaureate degree, but which do not meet the requirements of academic degrees carrying the title of bachelor's degree.

MASTER'S DEGREE. Requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree.

POST-MASTER'S CERTIFICATE. Requires completion of an organized program of study of 60 credit hours beyond the master's degree, but does not meet the requirements of academic degrees at the doctor's level.

DOCTOR'S DEGREE. Requires work at the graduate level that terminates in a doctor's degree. The doctor's degree classification includes

degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Ph.D. degree in any field whether agronomy, technology, education, engineering, public administration, ophthalmology, radiology, etc. (In the case of the Doctor of Public Health, the professional degree is generally earned in the closely related professional field of medicine or of sanitary engineering.)

FIRST-PROFESSIONAL DEGREE. Requires completion of a program that meets all three of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work prior to entrance to the program; and (3) a total of at least 6 academic years of college work to complete the degree program including prior required college work plus the length of the professional curriculum itself.

First-professional degrees may be awarded in the following ten fields:

Chiropractic (D.C.)	Optometry (O.D.)
Medicine (M.D.)	Pharmacy (D.Pharm.)
Osteopathic Medicine (D.O.)	Veterinary Medicine (D.V.M.)
Podiatry (Pod.D. or D.P.)	Law (L.L.B., J.D.)
Dentistry (D.D.S. or D.M.D.)	Theology (M.Div. or M.H.L.)

FIRST-PROFESSIONAL CERTIFICATE (POST-DEGREE). Requires completion of an organized program of study designed for persons who have completed a first-professional degree. Examples could be refresher courses, additional units of study to a specialty or subspecialty.

4. Does this institution offer any formally organized programs (either academic or occupational) with well defined completion requirements that do not lead to a formal award?

a. ☐ No ☐ Yes If yes, are they: ☐ Undergraduate  
☐ Graduate

No Formal Award Programs - Indicate whether this institution offers programs with stated occupational objectives and well-defined requirements that do not lead to a formal award.

5. This institution is accredited by the following (Check all that apply):

(1) ☐ National

(3) ☐ State Accrediting or Approval Agency

(2) ☐ Regional Accrediting Agency

(4) ☐ Not Applicable

Institutional Accreditation - Indicate the types of agencies which accredit this institution.

6. Do any programs in this institution have specialized accreditation recognized by the U.S. Department of Education? Refer to the attached list.

a. ☐ No b. ☐ Yes If yes, please list the specialized program accreditations by code number in the spaces provided.

AGENCY CODES: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Programmatic Accreditation - If this institution has programs with specialized accreditation by programmatic accrediting agencies recognized by the U. S. Department of Education (Higher Education and Vocational/Vocational Institutional Eligibility Agencies), refer to the attached list and enter the appropriate code number of the program accreditation in the spaces provided.

**LIST OF ACCREDITING BODIES RECOGNIZED BY THE DEPARTMENT OF EDUCATION**

Accrediting Board for Engineering and Technology, Inc.		American Library Association	
1 1	ENG ENGINEERING (professional degree and graduate programs)	16 1	LIB LIBRARIANSHIP (graduate professional degree programs)
1 2	ENGT ENGINEERING TECHNOLOGY (associate and baccalaureate degree programs)	American Medical Association, Committee on Allied Health Education and Accreditation	
Accrediting Bureau of Health Education Schools		17 1	APCP ASSISTANT TO THE PRIMARY CARE PHYSICIAN
2 1	MAAB MEDICAL ASSISTANT EDUCATION (private schools and programs)	17 2	BBT SPECIALIST IN BLOOD BANK TECHNOLOGY
2 2	MLTAB MEDICAL LABORATORY TECHNICIAN EDUCATION (private schools with associate degree and certificate programs)	17 3	CYTO CYTOTECHNOLOGIST
2 3	AHE ALLIED HEALTH EDUCATION (private schools and programs)	17 4	DMS DIAGNOSTIC MEDICAL SONODRAPHER
Accrediting Commission on Education for Health Services Administration		17 5	EEG ELECTROENCEPHALOGRAPHIC TECHNOLOGIST
3 1	HSA HEALTH SERVICES ADMINISTRATION (graduate degree programs)	17 8	EMT EMERGENCY MEDICAL TECHNICIAN — PARAMEDIC
Accrediting Council on Education in Journalism and Mass Communication		17 7	HT HISTOLOGIC TECHNICIAN/TECHNOLOGIST
4 1	JOUR JOURNALISM (professional, baccalaureate and graduate degree programs)	17 8	MAC MEDICAL ASSISTANT
American Academy of Microbiology		17 9	MLTAG MEDICAL LABORATORY TECHNICIAN (associate degree)
5 1	MICB MICROBIOLOGY (postdoctoral programs)	17 10	MLTC MEDICAL LABORATORY TECHNICIAN (certificate)
American Assembly of Collegiate Schools of Business		17 11	MRA MEDICAL RECORD ADMINISTRATOR
6 1	BUS BUSINESS (baccalaureate and graduate programs in business and management)	17 12	MRT MEDICAL RECORD TECHNICIAN
6 2	BUSA BUSINESS (baccalaureate and master's programs in accountancy)	17 13	MT MEDICAL TECHNOLOGIST
American Association of Bible Colleges		17 14	NMT NUCLEAR MEDICINE TECHNOLOGIST
7 1	BI BIBLE COLLEGE EDUCATION (Bible colleges and institutes offering undergraduate programs)	17 15	OMA OPHTHALMIC MEDICAL ASSISTANT
American Association for Marriage and Family Therapy		17 16	OT OCCUPATIONAL THERAPIST
8 1	MFCC MARRIAGE AND FAMILY THERAPY (clinical training programs)	17 17	PERF PERfusionIST
8 2	MFCO MARRIAGE AND FAMILY THERAPY (graduate degree programs)	17 18	RAO RADIOGRAPHER
American Association of Nurse Anesthetists		17 19	RSTH RESPIRATORY THERAPIST
9 1	ANEST NURSE ANESTHESIA (professional schools/programs)	17 20	RSTHT RESPIRATORY THERAPY TECHNICIAN
American Bar Association		17 21	RIT RADIATION THERAPY TECHNOLOGIST
10 1	LAW LAW (professional schools)	17 22	SURCA SURGEON'S ASSISTANT
American Board of Funeral Service Education		17 23	SURGT SURGICAL TECHNOLOGIST
11 1	FUSER FUNERAL SERVICE EDUCATION (independent schools and collegiate departments)	American Optometric Association	
American College of Nurse-Midwives		18 1	OPT OPTOMETRY (professional programs)
12 1	MIDWF NURSE-MIDWIFERY (basic education programs)	18 2	OPTR OPTOMETRY (residency programs)
American Council on Pharmaceutical Education		18 3	OPTT OPTOMETRY (technician programs)
13 1	PHAR PHARMACY (professional degree programs)	American Osteopathic Association	
American Dental Association		19 1	OSTEO OSTEOPATHIC MEDICINE (programs leading to D.O. degree)
14 1	OA DENTAL ASSISTING	American Physical Therapy Association	
14 2	OH DENTAL HYGIENE	20 1	PTA PHYSICAL THERAPY (professional programs)
14 3	OT DENTAL TECHNOLOGY	20 2	PTAA PHYSICAL THERAPY (programs for the physical therapist assistant)
14 4	DENT DENTISTRY (programs leading to D.D.S. or O.M.G. degrees and advanced general dentistry and dental specialty programs and general practice residency programs)	American Podiatric Medical Association	
American Dietetic Association		21 1	POD PODIATRY (professional and graduate degree programs)
15 1	DIET DIETETICS (coordinated undergraduate programs)	American Psychological Association	
15 2	DIETI DIETETICS (postbaccalaureate internship programs)	22 1	CLPSY PSYCHOLOGY, CLINICAL (doctoral programs)
		22 2	COPSY PSYCHOLOGY, COUNSELING (doctoral programs)
		22 3	IPSY PSYCHOLOGY, PROFESSIONAL (predoctoral internship programs)
		22 4	PSPSY PSYCHOLOGY, PROFESSIONAL/SCIENTIFIC (doctoral programs)
		22 5	SCPSY PSYCHOLOGY, SCHOOL (doctoral programs)
American Society of Landscape Architects		American Society of Landscape Architects	
23 1	LSAR LANDSCAPE ARCHITECTURE (undergraduate and graduate degree programs)	23 1	LSAR LANDSCAPE ARCHITECTURE (undergraduate and graduate degree programs)

American Speech-Language-Hearing Association		National Accrediting Commission of Cosmetology Arts and Sciences						
24.1	AUD	AUDIOLOGY (master's degree programs)	36.1	COSME	COSMETOLOGY			
24.2	SP	SPEECH LANGUAGE PATHOLOGY (master's degree programs)	National Architectural Accrediting Board, Inc.					
American Veterinary Medical Association		37.1				ARCH	ARCHITECTURE (professional degree programs)	
25.1	ADVET	VETERINARY MEDICINE (two-year program for line animal technician)	National Association of Practical Nurse Education and Service, Inc.					
25.2	VET	VETERINARY MEDICINE (professional programs leading to D.V.M. or V.M.D. degrees)	38.1				PNE	NURSING (practical nurse programs)
Association for Clinical Pastoral Education		National Association of Schools of Art and Design						
26.1	PAST	CUNICAL PASTORAL EDUCATION (basic, advanced, and supervisory clinical pastoral education programs)	39.1				ART	ART (professional schools and programs)
Association of Advanced Rabbinical and Talmudic Schools		National Association of Schools of Dance						
27.1	RABN	RABBINICAL AND TALMUDIC EDUCATION (advanced Rabbinical and Talmudic schools)	40.1				DANCE	DANCE (professional schools and programs)
Association of Independent Colleges and Schools		National Association of Schools of Music						
28.1	JRCB	BUSINESS (private junior colleges and business schools)	41.1				MUS	MUSIC (baccalaureate and graduate degree programs)
28.2	SRCB	BUSINESS (private senior colleges and business schools)	National Association of Schools of Theatre					
28.3	PPB	BUSINESS (private postsecondary schools and programs)	42.1				THEA	THEATRE (professional schools and programs)
Association of Theological Schools in the United States and Canada		National Association of Trade and Technical Schools						
29.1	THEOL	THEOLOGY (graduate schools of theology)	43.1				NATTS	OCCUPATIONAL, TRADE AND TECHNICAL EDUCATION (associate and baccalaureate degree programs)
Council on Chiropractic Education		43.2				NDNAT	OCCUPATIONAL TRADE AND TECHNICAL EDUCATION (non degree programs)	
30.1	CHIRO	CHIROPRACTIC (programs leading to D.C. degree)	National Council for Accreditation of Teacher Education					
Council on Education for Public Health		44.1				TEO	TEACHER EDUCATION (baccalaureate and graduate degree programs)	
31.1	CHE	COMMUNITY HEALTH EDUCATION (graduate programs)	National Home Study Council					
31.2	CHPM	COMMUNITY HEALTH PREVENTIVE MEDICINE (graduate programs)	45.1				HHSC	HOME STUDY EDUCATION (associate and higher degree programs)
31.3	PH	PUBLIC HEALTH (graduate schools of public health)	National League for Nursing, Inc.					
Council on Social Work Education		46.1				ADNUR	NURSING (associate degree programs)	
32.1	SW	SOCIAL WORK (baccalaureate and master's degree programs)	46.2				DNUR	NURSING (diploma programs)
Foundation for Interior Design Education Research		46.3				NUR	NURSING (baccalaureate and higher degree programs)	
33.1	FIDER	INTERIOR DESIGN (professional and technical programs)	46.4				PNUR	NURSING (practical nurse programs)
Liaison Committee on Medical Education		Society of American Foresters						
34.1	MED	MEDICINE (programs leading to M.D. degree)	47.1				FOR	FORESTRY (baccalaureate and higher professional degree programs)
National Accreditation Council for Agencies Serving the Blind and Visually Handicapped		Commission on Opticianry Accreditation						
35.1	BYH	BLIND AND VISUALLY HANDICAPPED EDUCATION (postsecondary vocational education programs)	48.1				OPD	OPTICIANRY (2-year programs for the optician's dispenser)
			48.2				OPLT	OPTICIANRY (1-year program for the optician's laboratory technician)

PART B - CALENDAR, ADMISSION REQUIREMENTS AND SERVICES

PART B

CALENDAR, ADMISSION REQUIREMENTS AND SERVICES

1. Predominant calendar system at this institution (Check one):

(1) ☐ Semester

(4) ☐ 4-1-4 Plan

(2) ☐ Quarter

(5) ☐ Differ Program by Program

(3) ☐ Trimester

(6) ☐ Other (Specify) \_\_\_\_\_

2. Please check below all locations where credit/non-credit courses are offered.

CREDIT

NON-CREDIT

a ☐ In-State

a ☐ In-State

b ☐ Out-of-State

b ☐ Out-of-State

c ☐ Abroad

c ☐ Abroad

3. Please check below all facilities where credit/non-credit courses are offered.

CREDIT

NON-CREDIT

a ☐ On-campus

a ☐ On-campus

b ☐ Correctional facility

b ☐ Correctional facility

c ☐ Local Education Agency facility

c ☐ Local Education Agency facility

d ☐ Other Government facility

d ☐ Other Government facility

e ☐ Non-Government facility

e ☐ Non-Government facility

f ☐ Other

f ☐ Other

4. Does your institution offer credit courses at military installations? (Check all that apply)

a ☐ In States and/or Territories

b ☐ Abroad

c ☐ No credit courses offered

IF YOURS IS AN UPPER DIVISION OR FIRST PROFESSIONAL INSTITUTION ONLY, GO TO QUESTION 7.

5. Does this institution use any of the following information as part of the selection process for entering freshmen?

(1) ☐ High school diploma or its equivalent

(5) ☐ Evidence of ability to benefit from instruction

(2) ☐ High school class standing

(6) ☐ Age

(3) ☐ Admissions test scores

(7) ☐ Score on the Test of English as a Foreign Language (TOEFL) for foreign applicant or an equivalent test

☐ SAT

☐ ACT

☐ Other

(8) ☐ Other (Specify) \_\_\_\_\_

(4) ☐ Residency

Questions 1 through 5 are self explanatory.

6. What was the average high school percentile rank of your last entering freshman class? \_\_\_\_\_  
(average percentile rank)

Average High School Percentile - Indicate the average percentile rank of all students in your last entering freshman class. Compute the average by summing the percentile ranks for all entering freshmen and divide by the number of entering freshmen included in the sum. If it is not possible to compute the average, please estimate it.

Example: New York State Board of Regents

External Degree Program

8 Does your institution offer (credit/noncredit) activities using any of the following selected modes of instruction? (Check all that apply):

a Credit Activities

- (1) ☐ Work in a program-related setting with pay  
 (2) ☐ Work in a program-related setting without pay  
 (3) ☐ Home Study  
     ☐ Correspondence  
     ☐ Radio and TV  
     ☐ Newspaper

b Non-credit Activities

- (1) ☐ Work in a program-related setting with pay  
 (2) ☐ Work in a program-related setting without pay  
 (3) ☐ Home Study  
     ☐ Correspondence  
     ☐ Radio and TV  
     ☐ Newspaper

Modes of Instruction - For credit and non-credit activities separately

Indicate from the choices listed all of the types of instructional activity that are employed by the institution at any of its locations. This list is not intended to be exhaustive, and omits the more traditional instructional modes.

a. Experience in a job-related setting, with pay, could include programs in which substantial periods of academic study alternate with work for pay in industries and occupations. These are the objectives of the program. It could also include employment held simultaneously with instruction if the employment was considered an integral part of the program. It could include research and teaching assistantships here.

b. Experience in a job-related setting, without pay, could include student/practice teaching or unpaid internships.

9. Selected student services offered by your institution (Check all that apply):

- |  |  |
|--|--|
| (1) <input type="checkbox"/> Remedial instructional programs           | (6) <input type="checkbox"/> Assistance for the hearing impaired         |
| (2) <input type="checkbox"/> Academic career counseling                | (7) <input type="checkbox"/> Access for the mobility impaired            |
| (3) <input type="checkbox"/> Employment services for current students  | (8) <input type="checkbox"/> On campus day care for children of students |
| (4) <input type="checkbox"/> Placement services for program completers | (9) <input type="checkbox"/> None of the above                           |
| (5) <input type="checkbox"/> Assistance for visually impaired          |  |

Selected Student Services - Indicate which of the selected services are provided for students at the institution. Check "remedial programs" if the institution has either required or voluntary activities designed to raise basic achievement levels or to improve basic skills. Include day care if the service is available, whether or not enrollees are charged a fee.



## PART C - STUDENT CHARGES FOR ACADEMIC YEAR 1985-86

### PART C STUDENT CHARGES FOR ACADEMIC YEAR 1985-86

**TUITION AND REQUIRED FEES** (Use in State charges if applicable)

- 1 Does your institution enroll any full-time students?  
 a. ☐ No Go to Part D      b. ☐ Yes, please continue

---

- 2 Is an application fee for admission required by your institution?  
 a. ☐ No      b. ☐ Yes  
     \$ \_\_\_\_\_ Undergraduate amount  
     \$ \_\_\_\_\_ Graduate amount

---

- 3 For full-time undergraduate students, are there different tuition and fees charges for:  
 a. ☐ Different undergraduate levels (e.g. freshman, sophomore, junior, senior)  
     Yes \_\_\_\_\_ No \_\_\_\_\_  
 b. ☐ Different undergraduate instructional programs?  
     Yes \_\_\_\_\_ No \_\_\_\_\_

---

- 4 How do you charge full-time undergraduate students?  
 a. ☐ Flat fee for tuition      b. ☐ Per hour  
     Amount \$ \_\_\_\_\_ Per \_\_\_\_\_ semester  
                                          — quarter      Amount \$ \_\_\_\_\_ Per \_\_\_\_\_ semester credit hour  
                                          — program      — quarter credit hour  
                                          — year              — contact hour  
                                          — other, specify \_\_\_\_\_  
 c. ☐ No full-time undergraduate students

---

- 5 Typical tuition and required fees for a full-time student for the 1985-86 academic year.  
 (DO NOT include room and board charges)

a. Undergraduate students (1) In State student      \$ _____ (2) Out of State student      \$ _____ b. Graduate student (1) In State student      \$ _____ (2) Out of State student      \$ _____	<b>AMOUNT</b> _____ _____ _____ _____
--	---

---

- 6 Tuition and required fees for a full-time student for the 1985-86 academic year in first-professional programs:  
 (Not Applicable)

(1) \$ _____ Chiropractic (D.C.) (2) \$ _____ Dentistry (D.D.S. or D.M.D.) (3) \$ _____ Medicine (M.D.) (4) \$ _____ Optometry (O.D.) (5) \$ _____ Osteopathic Medicine (D.O.)	(6) \$ _____ Pharmacy (D.Pharm.) (7) \$ _____ Podiatry (Pod.D., D.P., or D.P.M.) (8) \$ _____ Veterinary Medicine (D.V.M.) (9) \$ _____ Law (LL.B. or J.D.) (10) \$ _____ Theology (M.Div. or M.B.L.) (11) \$ _____ Other (Specify) _____
--	--

---

- 7 Do you provide dormitory facilities for your students?  
 a. ☐ No      b. ☐ Yes      If yes, please list the typical room charges for a student for the 1985-86 academic year.  
     Amount \$ \_\_\_\_\_

---

- 8 Do you provide meal plans for your students?  
 a. ☐ No      b. ☐ Yes      If yes, please list the typical board charges for a student for the 1985-86 academic year.  
     Amount \$ \_\_\_\_\_  
     Days per week for which board charge is applicable (Check one):  
     5 days ☐      6 days ☐      7 days ☐

---

- 9 For full-time undergraduate students, please report the standard or average amounts for the following items (e.g., if amounts used by your financial aid office for computing student financial aid awards):  
     Amount (whole dollars)

a. Books and supplies b. Transportation c. Room and board for non-dormitory students d. Miscellaneous expenses	\$ _____ \$ _____ \$ _____ \$ _____
---	--

PART C of the Institutional Characteristics form is relatively self-explanatory. When reporting tuition and fees in question 5, be sure to report for the entire academic year. This amount should not include allowances for room and board - report those charges in questions 7 and 8. For institutions that provide free room and board, enter "0" on the amount line.

#### PART C - STUDENT CHARGES

##### A. General Instructions

It is recognized that tuition and required fees and room and board charges may not be the same for all students at an institution. Therefore, please be guided by the following:

1. Report tuition and fees charged to in-state students if charges vary.
2. Include all fixed sum charges which are REQUIRED of such a large proportion of all students that the student who does not pay the charges is an exception.
3. Do not include any charges which are clearly optional.
4. If the institution has a single lump-sum charge for tuition, required fees, room, and board, please apportion the lump-sum charges among the appropriate categories to answer questions about tuition or fees.

B. Data Items to be Completed

1. Enrollment of Full-Time Students - Indicate if your institution enrolls any students on a full-time basis. If not, see Part D.
2. Application Fee - If your institution charges an application fee, please indicate the amount.
3. Charge Variations - This applies to full-time undergraduate students only. Indicate whether there are different tuition fees charges for the different undergraduate levels or different instructional programs.
4. Basis for Charging Full-Time Undergraduate Students - Indicate whether a flat fee or credit hour charge is used to establish total charges for full-time students. If a flat fee is used and a range of credit hours is permitted, provide the minimum and maximum number of credit hours.
5. Typical Tuition and Required Fees - Enter in the spaces provided the dollar amount of tuition and required fees for an academic year most frequently charged to each of the types of full-time students indicated. If tuition is charged on a per credit hour basis, multiply the charge per credit hour by the number of credit hours that would normally be required per academic year to complete a degree at the level indicated.
  - a. Undergraduate students include (1) those who have not yet attained a bachelor's degree; (2) all students in baccalaureate programs.

degree programs which require at least 4 years but fewer than 6 years of college work; and (3) all students in occupational or general study programs requiring 1, 2, or 3 years of college work and which are designed to prepare students for immediate employment, or to provide general education rather than as the first 1, 2, 3 years of a bachelor's degree program.

- b. Graduate students are those who have attained at least one standard bachelor's degree or first-professional degree and are or could be candidates for master's or doctor's degrees. DO NOT include candidates for the degrees of D.P.M., D.D.S., D.M.D., M.D., O.D., D.O., D.V.M., LL.B., J.D., B.D., or other firstprofessional degrees.

6. Tuition and Required Fees for First-Professional Programs - enter in the spaces provided the dollar amount of tuition and required fees for an academic year charged to full-time students in each of the first-professional programs offered at this institution.

7.- 8. Typical Room and Board Charges - If this institution maintains dormitory facilities, report as room charges (for an academic year) the charge to a typical, full-time student sharing a room with one other student.

Report as the board charge (for an academic year) the charge to a typical student. Check the number of days

per week for which the board charges are applicable (5, 6, or 7). If board charges are calculated on a different basis (such as number of meals), estimate the number of days that would be covered by the board cost amount.

If the institution makes a combined charge for room and board, estimate the proportions of the total charge for each of the categories.

9. Average Cost of Attendance Information - Enter in the space provided, the average amounts a typical full-time undergraduate student would expect to pay/spend to attend your institution. If dormitory facilities or room and board are provided, charges should be reported in questions 7 and 8; report in question 9.c., the average amount for students not living in dormitories. If your institution is eligible for federal financial aid, report those amounts used by the financial aid office for computing awards. Otherwise, please estimate the amounts.

## **PART D PARTICIPATION IN FEDERAL PROGRAMS**

1. Is this institution eligible to participate in any of the following Federal student financial aid programs? (Check all that apply for the current academic year)
- |  |   |
|--|---|
| (1) <input type="checkbox"/> Veterans Administration (VA)                        | (6) <input type="checkbox"/> National Direct Student Loan (NDSL)          |
| (2) <input type="checkbox"/> Pell Grants   | (7) <input type="checkbox"/> Higher Education Assistance Loan (HEAL)      |
| (3) <input type="checkbox"/> Supplementary Educational Opportunity Grants (SEOG) | (8) <input type="checkbox"/> Other Federal student financial aid programs |
| (4) <input type="checkbox"/> Guaranteed Student Loans (GSL)                      | (9) <input type="checkbox"/> Not eligible for any of the above            |
| (5) <input type="checkbox"/> College Work Study (CWS)                            |   |
- 
2. Does this institution offer instruction through the Job Training Partnership Act (JTPA)?
- a ☐ No      b ☐ Yes      c ☐ Do not know
- 
3. Does this institution offer training through the Reserve Officers Training Corps (ROTC)?
- a ☐ No      b ☐ Yes (Check all that apply)
- |                                   |  |
|-----------------------------------|--|
| (1) <input type="checkbox"/> Army | (3) <input type="checkbox"/> Air Force |
| (2) <input type="checkbox"/> Navy |  |
- 

## PART D - PARTICIPATION IN FEDERAL PROGRAMS

1. Eligibility for Federal Programs - Indicate for which of these Federal programs the institution is eligible. This list is not intended to be exhaustive.
2. Job Training Partnership Act - Indicate whether this institution offers instruction through the Job Training Partnership Act (JTPA)
3. Reserve Officer Training Corps. - Indicate whether this institution participates in programs under the sponsorship of the U.S. Armed Forces. Check all those services that offer instructional programs recognized by the institution.

This section should be completed by institutions that are a part of the HEGIS universe. Schools that have participated in the HEGIS survey have to complete this section.

**PART E ADDITIONAL INFORMATION (FOR INSTITUTIONS NEW TO THE UNIVERSE ONLY)**

1. Please list the Classification of Instructional Program (CIP) code and title of all instructional programs offered at your institution. Refer to the attached list.

CIP CODE	PROGRAM TITLE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(Use additional sheets if necessary)

Instructional Programs - Please list the CIP code and title of all instructional programs offered at your institution. Use the codes from the Classification of Instructional Programs (CIP) to list program codes and titles.

2. How many persons are employed full time at this institution?  
 a. ☐ Less Than 15      b. ☐ 15 or More

Full-Time Staff - Please indicate how many persons are employed full time at your institution according to the categories shown.

3. At this institution:
- a. Are all instructional faculty employed on a part time basis?  
☐ No      ☐ Yes
  - b. Do all instructional faculty contribute services (e.g., are members of a religious order), or are they all military?  
☐ No      ☐ Yes
  - c. Do all instructional faculty teach preclinical or clinical medicine?  
☐ No      ☐ Yes

Instructional Faculty - This item refers to ALL instructional faculty. Please answer parts a, b, and c.

## DEFINITION

INSTRUCTIONAL FACULTY. Members of the Instruction/Research Staff whose primary assignment is instruction including those with release time for research.





INSTITUTIONAL CHARACTERISTICS  
(Form IC2)

A. PURPOSE

The Institutional Characteristics (IC) data are the foundation of the entire IPEDS system. These data elements constitute the primary information that is necessary to interrelate and understand other descriptive kinds of statistical data about education, such as enrollment, staff, graduates, and finance.

The information is essential to:

- o establish the survey control file for IPEDS;
- o create the basis for the National School File;
- o define parameters for establishing specific postsecondary institutional sectors; and
- o develop data collection sampling frames.

The primary purpose of the Institutional Characteristics (IC) component of IPEDS is to collect the basic data that describe the universe of postsecondary education institutions in the United States and its outlying areas. The resulting data file will be used as a control file for the entire IPEDS system and will allow for meaningful aggregation of data for presentation and publication of final survey results.

B. USES OF DATA

IC will collect those characteristics on which data files may be sorted and institutions can be identified for research purposes, analysis and sample selection. For example, information on enrollment and program titles obtained from proprietary institutions on the IC survey

greatly reducing the burden to this sector.

In addition to the need for these data within CS and the Department of Education (Title III and Higher Education Act programs and the Department for Civil Rights utilize data from IPEDS Institutions), other agencies rely on the data base (which is made available on tape) to compile a resulting list of postsecondary institutions. For example, Federal agencies as well as private corporations require accreditation information about institutions for financial aid purposes, and matching grant programs.

Because the data base lists the programmatic accreditation for each institution, it also can be used: to determine the accreditation of institutions applying for research grants; to aid institutions in the evaluation of credentials of applicants for admission to professional schools; to aid employers (including the Office of Personnel Management and various military branches) in evaluating credentials of job applicants; and to provide students with basic information on the institutions they plan to attend.

In summary, the Institutional Characteristics Information series is the cornerstone of the CS postsecondary data collection.

### C. PERIODICITY

Institutional Characteristics data will be collected on an annual basis from all institutions in the IPEDS universe.

The initial mailing of survey forms was made in December 1980 to some 16,000 providers of postsecondary education. In subsequent

respondents will be requested to update the data that they provided the previous year, whereas, newly identified institutions will respond on a blank survey form.

D. COVERAGE

The Institutional Characteristics survey will be mailed to every institution in the IPEDS universe.

All public or private non-profit institutions that offer at least 2 but less than 4 year awards should complete Form IC2.

**INSTITUTIONAL IDENTIFICATION**

Name and Address of City (or school) Covered by this report			ID Number
Address			Co. No. or Independence City
City	State	Zip	Congressional District
Name of Chief Administrator and Title			Name of Respondent Title and phone number
Phone Numbers			
GENERAL INFORMATION ( )		FINANCIAL AID OFFICE ( )	ADMISSIONS OFFICE ( )

In the space provided at the top of the report, enter the institution's name and mailing address, and copy your 7-digit ID number from the preprinted address label on the cover page. Also enter the name, title, area code and phone number of the person responsible for completing this report.

1. Corporate Name and Address - Enter the full name and mailing address of the institution, including 9-digit zip code (if known), as it should appear in an institutional listing.
2. Name and Title of Chief Administrator of Institution - Enter the name and title of the chief administrator of the entity covered by this report. (Example: President, Chancellor, Provost, etc.)
3. Telephone numbers - Enter the telephone numbers for general information inquiries, Financial Aid Office, and the Admissions Office.
4. Respondent - Enter the name, title, and telephone number of the person responsible for completing this report.

Location of Institution - Enter the name of the county or independent city in which your administrative unit is located.

Congressional District - Enter the number(s) of the congressional district(s) in which the institution is located. If the entity is physically located in more than one congressional district, please indicate the number of each district and place an asterisk (\*) beside the number of the district in which the main administrative office is located.

Each survey form should have a preprinted address label in the lower right corner of the cover page to the Institutional Characteristics survey form. When entering your institution's full name and mailing address in the institutional identification portion of the form, please be sure to carefully enter your 7-digit identification number which can be found on the preprinted label.

Institution XX	## #####	ID CODE
XXXXX		
City, ST      Zip	xx	

This number is extremely crucial to the conduct of the survey since it will be used for control purposes throughout the processing of the form.

The telephone numbers that are entered should be those that the institution wishes to have made available to the public since they will become part of the National School File.

**TYPES OF POSTSECONDARY INSTITUTIONS**

1. Does this institution offer instruction primarily for persons who have completed or left high school?
- a ☒ Yes
  - b ☐ No, but eligible for Federal Student Financial Aid (Please continue)
  - c ☐ No, and not eligible for Federal Student Financial Aid (If you checked C, please stop here and return the form to NCES)

**2. Is this instruction (Check all that apply):**

- (1) ☐ Occupational (resulting in entry level job skills)
- (2) ☒ Academic leading to a certificate, degree or diploma
- (3) ☐ Continuing professional
- (4) ☐ Recreational or avocational
- (5) ☐ Adult basic or remedial instruction or high school equivalency

If you checked ONLY 4 or 5, please stop and return the form to NCES

These questions are asked to verify the inclusion of this institution on the CS list of institutions and agencies offering all postsecondary education. Postsecondary education is the provision of formal instructional programs with curricula designed primarily for students who have completed the requirements for a high school diploma or its equivalent. This is to include programs of academic, vocational, continuing professional education, and to exclude avocational and basic education programs.

DEFINITIONS

ACADEMIC PROGRAM. Instructional program of a professional or nonprofessionally specific nature leading toward an associate's, bachelor's, master's, doctor's, or first-professional degree or resulting in a credential that can be applied to one of these degrees.

AVOCATIONAL PROGRAMS. Instructional programs in personal interest or leisure categories whose expressed intent is not to produce postsecondary credits, nor lead to a formal award or an academic degree, or occupationally specific skills.

PART A ORGANIZATION AND ACCREDITATION

1. The institution (entity) covered by this report is:

a. ☐ A single institution offering instructional programs at one or more sites. Go to Question 2.

b. ☐ Part of a multi-institution system.

Name of institutional system: \_\_\_\_\_

This institution is a (type of institution):

(1) ☐ Central office or system office --- Please stop and return the form to NCES

(2) ☐ Administratively equal institution. Go to Question 2.

(3) ☐ Parent institution. Go to Question 2.

(4) ☐ Branch institution. (Please continue)

Please provide name and address of parent institution.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Indicate below (with an X in the appropriate column) whether the institutional records specified are maintained separately at your branch or by the parent institution listed above.

Record or type of information	Maintained by	
	Branch	Parent institution
(a) Student records		
(b) Staff records		
(c) Revenues and expenditures		

Institutional Type - Indicate in the appropriate box the type of institution covered by this report. This question pertains to organization and administration, not to the location of instruction which is addressed in Part B.

- a. Check box a if your institution operates independently of any other institution. It may conduct classes at one or more sites, but should not have other operating branches in any other locations.

Examples: Rowan Technical College



part of a system of institutions, please c  
identify the name of the institutional syste  
identify the type of institution your unit r  
this system, as follows:

1. Check box 1 if your unit is a central or s  
i.e., strictly an administrative compone  
information is needed, please return th

Example: Montgomery College - Central

2. Check box 2 if your institution is one of  
tively-equal campuses of a central adminis  
system.

Example: Montgomery College - German

3. If your institution is a parent institution  
definition), please check box 3 and send  
branch campuses. Indicate with an aster  
schools for which the parent institution  
student and financial records. (NOTE:  
survey these branches separately, but will  
all other survey forms to the parent insti

Example: Northern Virginia Community  
College - Annandale Campus

4. Box 4 should be checked if your Institution is a branch institution (see definition). Please also indicate which records are separately maintained by your Institution and which are maintained by the parent Institution.

Example: Northern Virginia Community College-  
Loudon Campus

2. Institutional Control or Relationship (Check all that apply):

PUBLIC

- (1) ☐ Federal
- (2) ☐ State
- (3) ☐ Territorial
- (4) ☐ School District
- (5) ☐ County
- (6) ☐ Township
- (7) ☐ City
- (8) ☐ Special District
- (9) ☐ Other

PRIVATE

- (10) ☐ Profit Making
- (11) ☐ Nonprofit
  - a. Independent (No religious affiliation)
  - b. Religious Affiliation
    - ☐ Catholic
    - ☐ Jewish
    - ☐ Protestant (Specify) \_\_\_\_\_
    - ☐ Other (Specify) \_\_\_\_\_

Institutional Control or Relationship - Indicate the appropriate form of control or relationship under which the institution operates. Affiliation with a religious group need not imply financial backing. Check the appropriate religious affiliation. If the religious affiliation is Protestant or other, specify the denomination. If more than one response is appropriate, check all that apply.

Certain categories are mutually exclusive:

If your institution is publicly-controlled, check any of boxes 1 through 9;

If your school is organized for profit, check box 10;

Box 11a is exclusively for independent, nonprofit institutions with no religious affiliation; and

Boxes under 11b are to be used only if your institution is affiliated with a religious organization.

3. Level of Offering (Check all that apply)

- (1) ☐ Postsecondary Certificate, Award or Diploma of Less Than One Academic Year
- (2) ☐ Postsecondary Certificate, Award or Diploma of At Least One But Less Than Two Academic Years
- (3) ☐ Associate's Degree
- (4) ☐ Postsecondary Certificate, Award or Diploma of At Least Two But Less Than Four Academic Years
- (5) ☐ Other (Specify) \_\_\_\_\_

\*One academic year equals 30 semester credit hours or its equivalent, or 900 contact hours.

Level of Offering - Check all applicable levels for all offerings offered at this institution. Program levels are identified on the basis of either recognition for their completion, or duration, or both, thereof.

(1) through (4) - Note that these categories are defined on the basis of length of programs. Do not design categories on the basis of the terminology used by the institution to describe these completions. All references to length of time should be interpreted to mean the equivalent of academic years; that is, at least 1 but less than 2 academic years, the number of credits or the course load that would be completed by a full-time student attending within the specified time periods. One academic year equals 30 semester credit hours or its equivalent, or 900 contact hours of instruction.

## DEFINITIONS

### POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (LESS THAN 1 ACADEMIC YEAR)

Requires the completion of a program that would be completed in less than 1 academic year (2 semesters or 3 quarters) or less than 900 contact hours by a student enrolled full-time.

### POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (AT LEAST ONE BUT LESS THAN

TWO ACADEMIC YEARS). Requires completion of an organized program of study at the postsecondary level of instruction of at least one but less than two full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

ASSOCIATES DEGREE. Normally requires at least 2 but less than 4 years of full-time equivalent college work.

### POSTSECONDARY CERTIFICATE, AWARD OR DIPLOMA (AT LEAST TWO BUT LESS THAN

FOUR ACADEMIC YEARS). Requires completion of an organized program of study at the postsecondary level in at least two but less than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or at least 1,800 but less than 3,600 contact hours.

No Formal Award Programs - Indicate whether this institution offers programs with stated occupational objectives and well-defined comp requirements that do not lead to a formal award.

5. This institution is accredited by the following (Check all that apply):

- (1) ☐ National (3) ☐ State Accrediting or Approval Agency  
 (2) ☐ Regional Accrediting Agency (4) ☐ Not Applicable

Institutional Accreditation - Indicate the types of agencies which a it this institution.

6. Do any programs in this institution have specialized accreditation recognized by the U.S. Department of Education?

Refer to the attached list

a. ☐ No b. ☐ Yes If yes, please list the specialized program accreditations by code number in the spaces provided

AGENCY CODES \_\_\_\_\_

Programmatic Accreditation - If this institution has programs tha specialized accreditation by programmatic accrediting agencies, nized by the U. S. Department of Education (Higher Education and O tional/Vocational Institutional Eligibility Agencies), refer to the attached list and enter the appropriate code number of the program a litation in the spaces provided.

# LIST OF ACCREDITING BODIES RECOGNIZED BY THE DEPARTMENT OF EDUCATION

Accrediting Board for Engineering and Technology, Inc.

- 11 ENG ENGINEERING (professional degree and graduate programs)
- 12 ENGT ENGINEERING TECHNOLOGY (associate and baccalaureate degree programs)

Accrediting Bureau of Health Education Schools

- 21 MAAB MEDICAL ASSISTANT EDUCATION (private schools and programs)
- 22 MLTAB MEDICAL LABORATORY TECHNICIAN EDUCATION (private schools with associate degree and certificate programs)
- 23 AHE ALLIED HEALTH EDUCATION (private schools and programs)

Accrediting Commission on Education for Health Services Administration

- 31 HSA HEALTH SERVICES ADMINISTRATION (graduate degree programs)

Accrediting Council on Education in Journalism and Mass Communication

- 41 JOUR JOURNALISM (professional, baccalaureate and graduate degree programs)

American Academy of Microbiology

- 51 MICB MICROBIOLOGY (postdoctoral programs)

American Assembly of Collegiate Schools of Business

- 61 BUS BUSINESS (baccalaureate and graduate programs in business and management)
- 62 BUSA BUSINESS (baccalaureate and master's programs in accountancy)

American Association of Bible Colleges

- 71 BI BIBLE COLLEGE EDUCATION (Bible colleges and institutes offering undergraduate programs)

American Association for Marriage and Family Therapy

- 81 MFCC MARRIAGE AND FAMILY THERAPY (clinical training programs)
- 82 MFCD MARRIAGE AND FAMILY THERAPY (graduate degree programs)

American Association of Nurse Anesthetists

- 91 ANEST NURSE ANESTHESIA (professional schools/programs)

American Bar Association

- 101 LAW LAW (professional schools)

American Board of Funeral Service Education

- 111 FUSER FUNERAL SERVICE EDUCATION (independent schools and collegiate departments)

American College of Nurse-Midwives

- 121 MIQWF NURSE MIDWIFERY (basic education programs)

American Council on Pharmaceutical Education

- 131 PHAR PHARMACY (professional degree programs)

American Dental Association

- 141 OA DENTAL ASSISTING
- 142 OH DENTAL HYGIENE
- 143 OT DENTAL TECHNOLOGY
- 144 OENT DENTISTRY (programs leading to O.D.S. or O.M.O. degrees and advanced general dentistry and dental specialty programs and general practice residency programs)

American Dietetic Association

- 151 DIET DIETETICS (coordinated undergraduate programs)
- 152 DIETI DIETETICS (postbaccalaureate internship programs)

American Library Association

- 161 LIB LIBRARIANSHIP (graduate professional degree programs)

American Medical Association, Committee on Allied Health Education and Accreditation

- 17.1 APCP ASSISTANT TO THE PRIMARY CARE PHYSICIAN
- 17.2 BBT SPECIALIST IN BLOOD BANK TECHNOLOGY
- 17.3 CYTO CYTOTECHNOLOGIST
- 17.4 DMS DIAGNOSTIC MEDICAL SONOGRAPHER
- 17.5 EEO ELECTROENCEPHALOGRAPHIC TECHNOLOGIST
- 17.6 EMT EMERGENCY MEDICAL TECHNICIAN—PARAMEDIC
- 17.7 HT HISTOLOGIC TECHNICIAN/TECHNOLOGIST
- 17.8 MAC MEDICAL ASSISTANT
- 17.9 MLTAB MEDICAL LABORATORY TECHNICIAN (associate degree)
- 17.10 MLTC MEDICAL LABORATORY TECHNICIAN (certificate)
- 17.11 MRA MEDICAL RECORD ADMINISTRATOR
- 17.12 MRT MEDICAL RECORD TECHNICIAN
- 17.13 MY MEDICAL TECHNOLOGIST
- 17.14 NMT NUCLEAR MEDICINE TECHNOLOGIST
- 17.15 OMA OPHTHALMIC MEDICAL ASSISTANT
- 17.16 OT OCCUPATIONAL THERAPIST
- 17.17 PERF PERFUSIONIST
- 17.18 RAD RADIOGRAPHER
- 17.19 RSTH RESPIRATORY THERAPIST
- 17.20 RSTHT RESPIRATORY THERAPY TECHNICIAN
- 17.21 RTT RADIATION THERAPY TECHNOLOGIST
- 17.22 SUROA SURGEON'S ASSISTANT
- 17.23 SURGT SURGICAL TECHNOLOGIST

American Optometric Association

- 18.1 OPT OPTOMETRY (professional programs)
- 18.2 OPTR OPTOMETRY (residency programs)
- 18.3 OPTT OPTOMETRY (technician programs)

American Osteopathic Association

- 19.1 OSTEO OSTEOPATHIC MEDICINE (programs leading to O.O. degree)

American Physical Therapy Association

- 20.1 PTA PHYSICAL THERAPY (professional programs)
- 20.2 PTAA PHYSICAL THERAPY (programs for the physical therapist assistant)

American Podiatric Medical Association

- 21.1 POD PODIATRY (professional and graduate degree programs)

American Psychological Association

- 22.1 CLPSY PSYCHOLOGY, CLINICAL (doctoral programs)
- 22.2 COPSY PSYCHOLOGY, COUNSELING (doctoral programs)
- 22.3 IPSY PSYCHOLOGY, PROFESSIONAL (predoctoral internship programs)
- 22.4 PPSY PSYCHOLOGY, PROFESSIONAL/SCIENTIFIC (doctoral programs)
- 22.6 SCPSY PSYCHOLOGY, SCHOOL (doctoral programs)

American Society of Landscape Architects

- 23.1 LSAR LANDSCAPE ARCHITECTURE (undergraduate and graduate degree programs)

American Speech-Language-Hearing Association		National Accrediting Commission of Cosmetology Arts and Sciences						
24.1	AUD	AUDIOLOGY (master's degree programs)	36.1	COSME	COSMETOLOGY			
24.2	SP	SPEECH-LANGUAGE PATHOLOGY (master's degree programs)	National Architectural Accrediting Board, Inc.					
American Veterinary Medical Association		37.1				ARCH	ARCHITECTURE (professional degree programs)	
25.1	ADVET	VETERINARY MEDICINE (two-year program for the animal technician)	National Association of Practical Nurse Education and Service, Inc.					
25.2	VET	VETERINARY MEDICINE (professional programs leading to D.V.M. or V.M.D. degrees)	38.1	PNE	NURSING (practical nurse programs)			
Association for Clinical Pastoral Education		National Association of Schools of Art and Design						
26.1	PAST	CLINICAL PASTORAL EDUCATION (basic, advanced, and supervisory clinical pastoral education programs)	39.1	ART	ART (professional schools and programs)			
Association of Advanced Rabbinical and Talmudic Schools		National Association of Schools of Dance						
27.1	RABN	RABBINICAL AND TALMUDIC EDUCATION (advanced Rabbinical and Talmudic schools)	40.1	DANCE	DANCE (professional schools and programs)			
Association of Independent Colleges and Schools		National Association of Schools of Music						
28.1	JRCB	BUSINESS (private junior colleges and business schools)	41.1	MUS	MUSIC (baccalaureate and graduate degree programs)			
28.2	SRCB	BUSINESS (private senior colleges and business schools)	National Association of Schools of Theatre					
28.3	PPB	BUSINESS (private postsecondary schools and programs)	42.1	THEA	THEATRE (professional schools and programs)			
Association of Theological Schools in the United States and Canada		National Association of Trade and Technical Schools						
29.1	THEOL	THEOLOGY (graduate schools of theology)	43.1	NATTS	OCCUPATIONAL, TRADE AND TECHNICAL EDUCATION (associate and baccalaureate degree programs)			
Council on Chiropractic Education		43.2				NDNAT	OCCUPATIONAL, TRADE AND TECHNICAL EDUCATION (non-degree programs)	
30.1	CHIRD	CHIRODRACTIC (programs leading to D.C. degree)	National Council for Accreditation of Teacher Education			44.1	TEO	TEACHER EDUCATION (baccalaureate and graduate degree programs)
Council on Education for Public Health		National Home Study Council						
31.1	CHE	COMMUNITY HEALTH EDUCATION (graduate programs)	45.1	NHSC	HOME STUDY EDUCATION (associate and higher degree programs)			
31.2	CHPM	COMMUNITY HEALTH-PREVENTIVE MEDICINE (graduate programs)	National League for Nursing, Inc.			46.1	ADNUR	NURSING (associate degree programs)
31.3	PH	PUBLIC HEALTH (graduate schools of public health)	46.2	DNUR	NURSING (diploma programs)			
Council on Social Work Education		46.3			NUR	NURSING (baccalaureate and higher degree programs)		
32.1	SW	SOCIAL WORK (baccalaureate and master's degree programs)	46.4	PNUR	NURSING (practical nurse programs)			
Foundation for Interior Design Education Research		Society of American Foresters						
33.1	FIDER	INTERIOR DESIGN (professional and technical programs)	47.1	FOR	FORESTRY (baccalaureate and higher professional degree programs)			
Liaison Committee on Medical Education		Commission on Opticianry Accreditation						
34.1	MED	MEDICINE (programs leading to M.D. degree)	48.1	OPD	OPTICIANRY (2-year programs for the optician dispensing)			
National Accreditation Council for Agencies Serving the Blind and Visually Handicapped		48.2			DPLT	OPTICIANRY (1-year program for the optician laboratory technician)		
35.1	BVM	BLIND AND VISUALLY HANDICAPPED EDUCATION (postsecondary vocational education programs)						

## PART B - CALENDAR, ADMISSION REQUIREMENTS AND SERVICES

### **PART B CALENDAR, ADMISSION REQUIREMENTS AND SERVICES**

1. Predominant calendar system at this institution (Check one):

- (1) ☐ Semester (4) ☐ 4-1-4 Plan  
(2) ☐ Quarter (5) ☐ Offers Program by Program  
(3) ☐ Trimester (6) ☐ Other (Specify) \_\_\_\_\_

2. Please check below all locations where credit/non-credit courses are offered.

**CREDIT**

- a ☐ In-State  
b ☐ Out-of-State  
c ☐ Abroad

**NON-CREDIT**

- a ☐ In-State  
b ☐ Out-of-State  
c ☐ Abroad

3. Please check below all facilities where credit/non-credit courses are offered.

**CREDIT**

- a ☐ On-campus  
b ☐ Correctional facility  
c ☐ Local Education Agency facility  
d ☐ Other Government facility  
e ☐ Non-Government facility  
f ☐ Other

**NON-CREDIT**

- a ☐ On-campus  
b ☐ Correctional facility  
c ☐ Local Education Agency facility  
d ☐ Other Government facility  
e ☐ Non-Government facility  
f ☐ Other

4. Does your institution offer credit courses at military installations? (Check all that apply)

- a ☐ In States and/or Territories b ☐ Abroad c ☐ No credit courses offered

5. Does this institution use any of the following information as part of the selection process for entering freshmen?

- (1) ☐ High school diploma or its equivalent (6) ☐ Evidence of ability to benefit from instruction  
(2) ☐ High school class standing (6) ☐ Age  
(3) ☐ Admissions test scores (7) ☐ Score on the Test of English as a Foreign Language  
    ☐ SAT (TOEFL) for foreign applicant or an equivalent test  
    ☐ ACT (8) ☐ Other (Specify) \_\_\_\_\_  
    ☐ Other  
(4) ☐ Residency

Questions 1-5 are self-explanatory.

6. What was the average high school percentile rank of your last entering freshman class? \_\_\_\_\_

(average percentile rank)

Average High School Percentile - Indicate the average percentile rank of all students in your last entering freshman class. Compute the average



the number of entering  
sible to compute the average, please estimate it.

7. Does your institution offer (credit/noncredit) activities using any of the following selected modes that apply:

a. Credit activities

- 1) ☐ Work in a program-related setting with pay
- 2) ☐ Work in a program-related setting without pay
- 3) ☐ Home Study
  - ☐ Correspondence
  - ☐ Radio and TV
  - ☐ Newspaper

b. Non-credit activities

- (1) ☐ Work in a program-related setting
- (2) ☐ Work in a program-related setting
- (3) ☐ Home Study
  - ☐ Correspondence
  - ☐ Radio and TV
  - ☐ Newspaper

Modes of Instruction - For credit and non-credit activities

indicate from the choices listed all of the types of Instructional modes that are employed by the institution at any of its locations. This list is not intended to be exhaustive, and omits the instructional modes.

- a. Experience in a job-related setting, with pay  
programs in which substantial periods of instruction alternate with work for pay in industries and businesses that are the objectives of the program. It could be full-time employment held simultaneously with instruction. If the employment was considered an integral part of the program, it should be reported.
- b. Experience in a job-related setting, without pay  
student/practice teaching or unpaid internships.

3. Selected student services offered by your institution (Check all that apply):

- |  |  |
|--|--|
| (1) <input type="checkbox"/> Remedial instructional programs           | (6) <input type="checkbox"/> Assistance for the hearing impaired         |
| (2) <input type="checkbox"/> Academic career counseling                | (7) <input type="checkbox"/> Access for the mobility impaired            |
| (3) <input type="checkbox"/> Employment services for current students  | (8) <input type="checkbox"/> On campus day care for children of students |
| (4) <input type="checkbox"/> Placement services for program completers | (9) <input type="checkbox"/> None of the above                           |
| (5) <input type="checkbox"/> Assistance for visually impaired          |  |

Selected Student Services - Indicate which of the selected services are provided for students at the institution. Check "remedial programs" if the institution has either required or voluntary activities designed to raise basic achievement levels or to improve basic skills. Include day care if the service is available, whether or not enrollees are charged a fee.

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PART C of the Institutional Characteristics form is relatively self-explanatory. When reporting tuition and fees in question 5, be sure to report for the entire academic year. This amount should not include allowances for room and board - report those charges in questions 6 and 7. For institutions that provide free room and board, enter "0" on the amount line.

### PART C - STUDENT CHARGES

#### A. General Instructions

It is recognized that tuition and required fees and room and board charges may not be the same for all students at an institution. Therefore, please be guided by the following.

1. Report tuition and fees charged to in-district in-state students (local residents) if there are different charges for each category at your institution.
2. Include all fixed sum charges which are REQUIRED of such a proportion of all students that the student who does not pay such charges is an exception.
3. Do not include any charges which are clearly optional.
4. If the institution has a single lump-sum charge for tuition, required fees, room, and board, please apportion the lump-sum charges among the appropriate categories to answer questions about tuition or fees.

B. Data Items to be Completed

1. Enrollment of Full-Time Students - Indicate if you enrolls any students on a full-time basis. If Part D.
2. Application Fee - If your Institution charges an please indicate the amount.
3. Charge Variations - This applies to local residents only. Indicate whether there are different fees charges for the different student levels instructional programs.
4. Basis for Charging Full-Time Undergraduate Students whether a flat fee or credit hour charge is used total charges for full-time students. If a flat and a range of credit hours is permitted, provide and maximum number of credit hours.
5. Typical Tuition and Required Fees - Enter in the ed the dollar amount of tuition and required fees mly year most frequently charged to each of the time students indicated. If tuition is charged on hour basis, multiply the charge per credit hour of hours that would normally be required per ac complete a degree or program at the Institution.

6.-7. Typical Room and Board Charges - If this Institution maintains dormitory facilities, report as room charges (for an academic year) the charge to a typical, full-time student sharing a room with one other student.

Report as the board charge (for an academic year) the charge to a typical student. Check the number of days per week for which the board charges are applicable (5, 6, or 7). If board charges are calculated on a different basis (such as number of meals), estimate the number of days that would be covered by the board contract amount.

If the Institution makes a combined charge for room and board, estimate the proportions of the total charge in each of the categories.

8. Average Cost of Attendance Information - Enter, in the spaces provided, the average amounts a typical full-time student would expect to pay/spend to attend your Institution. If dormitory facilities or room and board are provided, these charges should be reported in questions 6 and 7; report in question 8.c., the average amount for students not living in dormitories. If your Institution is eligible for student financial aid, report the amounts used by the financial aid office for computing awards. Otherwise, please estimate these amounts.

LOCAL RESIDENT. A student who is a legal resident of the  
which he or she attends school.

IN-STATE STUDENT. Students who are legal residents of the Sta  
they attend school.

OUT-OF-STATE-STUDENT. A student who is not a legal resident o  
in which he or she attends school.

## **PART D PARTICIPATION IN FEDERAL PROGRAMS**

1. Is this institution eligible to participate in any of the following Federal student financial aid programs? (Check all that apply for the current academic year)

- |  |   |
|--|---|
| (1) <input type="checkbox"/> Veterans Administration (VA)                        | (6) <input type="checkbox"/> National Direct Student Loan (NDSL)          |
| (2) <input type="checkbox"/> Pell Grants   | (7) <input type="checkbox"/> Higher Education Assistance Loan (HEAL)      |
| (3) <input type="checkbox"/> Supplementary Educational Opportunity Grants (SEOG) | (8) <input type="checkbox"/> Other Federal student financial aid programs |
| (4) <input type="checkbox"/> Guaranteed Student Loans (GSL)                      | (9) <input type="checkbox"/> Not Eligible for any of the above            |
| (5) <input type="checkbox"/> College Work Study (CWS)                            |   |

2. Does this institution offer instruction through the Job Training Partnership Act (JTPA)?

- a. ☐ No      b. ☐ Yes      c. ☐ Do Not Know

## PART D - PARTICIPATION IN FEDERAL PROGRAMS

1. Eligibility for Federal Programs - Indicate for which of these Federal Programs the Institution is eligible. This list is intended to be exhaustive.
2. Job Training Partnership Act - Indicate whether this institution offers instruction through the Job Training Partnership Act (JTPA)



This section should be completed by Institutions that are new to the CS universe. Schools that have participated in the HEGIS program do not have to complete this section.

**PART E ADDITIONAL INFORMATION**

1. Please list the Classification of Instructional Program (CIP) code and title of all instructional programs offered at this institution. Refer to the attached list.

CIP CODE

PROGRAM TITLE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Use additional sheets if necessary

Instructional Programs - Please list the CIP code and title of all instructional programs offered at your institution. Use the attached list from the Classification of Instructional Programs (CIP) to determine program codes and titles.

2. How many persons are employed full time at this institution?  
a. ☐ Less Than 15      b. ☐ 15 or More

Full-Time Staff - Please indicate how many persons are employed at your institution according to the categories shown.

3 At this institution:

a Are all instructional faculty employed on a part-time basis?

No ☐ Yes

b Do all instructional faculty contribute services (e.g., are members of a religious order), or are they all military personnel?

No ☐ Yes

---

Instructional Faculty - This item refers to ALL instructional faculty.

Use answer parts a, b, and c.

### DEFINITION

INSTRUCTIONAL FACULTY. Members of the Instruction/Research Staff whose primary assignment is instruction including those with release time for research.



# COMPLETIONS

## (Form C1 and C2)

### PURPOSE

IPEDS will collect information on the number of recognized completions of postsecondary education programs by the type of program and recognition (award). Completion data constitute the only national source of information on the availability and location of highly trained manpower. These data are used extensively by business and industry, the military, and other groups that need to recruit individuals with particular skills. These data will help satisfy the mandate in the Carl Perkins Vocational Education Act for information on completers of postsecondary vocational education programs.

### USES OF DATA

Information on completions of postsecondary education programs have been used extensively by:

- o The Department of Education, Office of Postsecondary Education, uses these data in planning and management of that office.
- o The Bureau of Labor Statistics (BLS), Department of Labor, uses these data in preparing the Occupational Outlook Handbook and in matching projections of labor supply and demand.
- o State Occupational Information Coordinating Committees (SOICC) also require these data on an annual basis for assisting citizens in career plans and making State and local area projections of trained manpower.

- assist them in assessing changing and developing  
Nation with respect to manpower and postsecondary  
education.
- o The National Science Foundation, Supply and Demand  
Group, uses these data to analyze the supply and demand of  
scientists.
  - o The Equal Employment Opportunity Commission uses these data  
carrying out its mission concerning the training and  
employment.
  - o U.S. Office of Personnel Management and all military  
the Armed Forces uses these data in recruiting and  
specific education specialties.
  - o The Office for Civil Rights (Department of Education) uses  
these data in reviewing Institutional compliance with  
discrimination statutes.
  - o The Department of Justice uses them when conducting  
in civil rights cases.
  - o The Department of Defense uses these data in  
training significant numbers of individuals in  
programs, and with particular military relevance.
  - o Private firms use these data for recruiting and  
and large corporations use the racial/ethnic data to  
identify the potential pool of new employees.

## PERIODICITY

Completion data will be collected on an annual basis. The race/ethnic data will be collected biennially beginning with the 1986-87 academic year. During survey years when the race data are not collected, these areas will be shaded on the form.

## COVERAGE

### o PERIOD OF REPORT

All degrees and other formal awards conferred by your institution between July 1, 1986 and June 30, 1987 should be reported on this form. Report only those degrees which are actually conferred. Degrees earned but not yet conferred during this time period should be reported in next year's survey.

o Form C1 and C2 request data on all postsecondary awards, certificates and diplomas below the baccalaureate.

o Form C1 additionally requests data on all degrees and certificates for the baccalaureate and above.

o Form C1 will be completed by all 4-year and above institutions. C2 will be completed by institutions awarding 2-year diplomas, degrees, or certificates.

### o Awards Excluded From This Report

1. Degrees conferred by branches of your institution located  
in foreign countries.
2. Honorary degrees.



please delete them by drawing a line through the program title(s). Enter the number of awards conferred during the reporting period in the appropriate columns.

If awards were conferred in a program specialty that is not listed, please do the following:

1. Refer to the CIP listing and select the CIP program title that most closely represents your program.
2. Enter the 6-digit CIP code and its program title in the spaces provided.
3. If no title on the CIP list can be used to describe your program, either;
  - a. enter the data under the "general" category (.0101) or
  - b. enter the exact title of your program and assign the 4-digit code, 9999, following the 2-digit number preprinted in column 1. DO NOT develop any other new code numbers.
4. Enter the number of awards conferred during the reporting period in the appropriate columns.

Programs are coded by 6-digit numbers. Key punching is done according to code number and any manual change will result in improper coding.

- o NOTE: The lines provided for listing additional programs are for new programs within a Division (discipline) preprinted in Section I.



reported in each award category every other year.

o SECTION II: Additional Programs. If awards were conferred programs that were not preprinted in Section I, please do following:

1. Refer to the CIP listing for a appropriate 2-digit discipline code. Enter this 2-digit code and the discipline division title where indicated.
2. Using the CIP list, enter in columns 1 and 2, the 6-digit CIP codes and program titles for those specialties which awards were conferred.
3. Enter the number of awards conferred during the report in the appropriate columns.

**PART A, SECTION II: ADDITIONAL PROGRAMS**

CIP Code (1)	Program Title (2)	Awards of Less Than 1 Academic Year		Awards of At Least 1 But Less Than 2 Academic Years		Associate's Degrees	
		Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)
PLEASE WRITE THE CIP DISCIPLINE DIVISION CODE AND TITLE HERE:							
.0000	Total (Sum of 6-digit specialties)						
ON THE LINES IMMEDIATELY BELOW, SHOW THE RACIAL/ETHNIC BREAK:							
.0000-1	Non-Resident Alien						
.0000-2	Black, Non-Hispanic						
.0000-3	American Indian or Alaskan Native						
.0000-4	Asian or Pacific Islander						
.0000-5	Hispanic						
.0000-6	White						

ciated with any of the 2-digit discipline divisions  
preprinted in Section I of this form.

- o Report the Racial/Ethnic breakdown by sex for the totals reported in each award category every other year.

PART B - Program Completions for Baccalaureate and Above

Bachelor's, master's, post-master's certificates, and doctor's degrees conferred during the reporting period are to be reported in Part B. Part B is for 4-year institutions and will be found on Form C1 only.

PART B, SECTION I: PROGRAM COMPLETIONS FOR BACCALAUREATE AND ABOVE

CIP Code	Program Title	Bachelor's Degrees		Post-baccalaureate Certificates		Master's Degrees		Post-Master's Certificates		Doctor's Degrees
		Men	Women	Men	Women	Men	Women	Men	Women	Men
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)

PART B, SECTION II: ADDITIONAL PROGRAMS

CIP Code	Program Title	Bachelor's Degrees		Post-baccalaureate Certificates		Master's Degrees		Post-Master's Certificates	
		Men	Women	Men	Women	Men	Women	Men	Women
(1)	(2)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
PLEASE WRITE THE CIP DISCIPLINE DIVISION CODE AND TITLE HERE									

- o The instructions for Part B, Sections I and II, are the same for Part A, Sections I and II. The only differences are the award categories which are for the baccalaureate and above.

institution for both Parts A and B.

1. **Specific Classification.** Classify degrees as specified in the list of programs in the broad discipline division of the degree permits. Thus, report a bachelor's degree in business with an accounting major in Accounting (06.0201), NOT in Business and Management, General (06.0101).
2. **Degree of Doctor of Philosophy.** Classify the Doctor of Philosophy degree according to the student's major field of study. A Ph.D. in Chemistry should be reported as a degree in Chemistry, NOT as one in Philosophy.
3. **Majors of Students Prepared to Teach.** The general rule is to report degrees according to the major area of specialization. In general, that degrees of students who are qualified to teach an academic subject, such as English, biology, or foreign languages, did not go through a program solely for that purpose should be reported respectively in Letters, Biological Sciences, Foreign Languages, and NOT in Education. On the other hand, degrees of students who have gone through a program that is specifically designed for preparing them to teach special subjects, as agricultural education, etc., should be reported in Agricultural education (13.1302), and Music education (13.1312), and so on.

**Split Major.** When a student graduates with a split major, report the degree in the area of greater specialization, if possible. If this is not possible, the degree should be reported in the program closest to the combination. If a split major involves two languages, report in 16.0101, Foreign Languages, Multiple Emphasis. Similarly, within each of the other discipline divisions, if a split major involves two specialties within a division, the degree should be reported under the appropriate "general" specialty indicated under that discipline heading. For example, a major in history and political science should be reported under 45.0101, Social Sciences, General. If the split major covered more than one discipline division, the degree should be reported in the area of great specialization. DO NOT REPORT FRACTIONS OF A DEGREE.

**Double Majors.** When a student graduates with a major in two program areas, report the degree in the field in which the degree was awarded.

**Two Degrees or Completion of Two Independent Programs.** If a student actually received two degrees or awards based on two independent courses of study (e.g., one in Business and Management and one in Foreign Languages), report each degree or award in the appropriate program area.

**General Majors.** The term general major is used to designate diversified curriculums within an area of study. Ordinarily, degrees based on a general major should be reported in one of the general categories of the report form, such as Physical Sciences, General (40.0101);

Economics should be reported in Social Sciences

8. Interdisciplinary Studies. The CIP code 30 is of study which represent two or more broad disciplines. Specify the name of the Multi-Interdisciplinary in 30.9999.
9. Arts and Sciences or General Programs Not Organized into Curriculums. An award or degree based on less than a full curriculum in the arts and sciences or general programs not organized into curricula should be reported as Liberal Arts (24.0101).

PART C - FIRST-PROFESSIONAL PROGRAMS

Part C requests data on completions of first-professional programs. Part C is on Form CI only.

PART C, SECTION I: FIRST-PROFESSIONAL PROGRAMS			
CIP Code (1)	Program Title (2)	Number of First-Professional Degrees Awarded (3)	
		Men	Women

- o SECTION I: First-Professional Programs. This section of the survey form includes a preprinted list of all first-professional degree programs known to exist at your institution. If your institution no longer offers one or more of these programs please delete them by drawing a line through the program title(s). Enter the number of awards conferred during the reporting period in the appropriate columns.

**PART C. SECTION II: ADDITIONAL FIRST-PROFESSIONAL PROGRAMS**

CIP Code	Program Title	Number of First-Professional Degrees Awarded	
		Men	Women
(1)	(2)	(3)	(4)

- o SECTION II. Additional First-Professional Programs. Identify any first-professional degree programs not listed in Section I by referring to the CIP list for a 6-digit code and program title. Enter this information in columns 1 and 2 and report the number of degrees conferred in columns 3 and 4.
- o Report the Racial/Ethnic breakdown by sex for each program every other year.

### Categorization of Students by Racial/Ethnic Status

Racial/ethnic data will be requested on this report every other year.

This information is being gathered for use in the  
the Civil Rights Act of 1964 and Title IX of the Education  
1972. Refer to the actual form and instructions for

- o Racial/Ethnic Descriptions. Racial/ethnic  
in this survey do not denote scientific or  
anthropological origins. These categories

Non-Resident Alien. A person who is not  
of the United States and who is in this country  
basis and does not have the right to  
Resident aliens, who are not citizens or  
States and who have been lawfully admitted  
residence (and who hold alien registration  
I-551/155), are to be reported in the appropriate  
categories along with United States citizens.

Non-resident aliens are to be reported separately  
provided, rather than in any of the five categories  
which follow.

Black, Non-Hispanic. A person having origins in  
black racial groups of Africa (except those of

American Indian or Alaskan Native. A person  
any of the original peoples of North America  
cultural identification through tribal affiliation  
recognition.

Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, Samoa, India and Vietnam.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

White, Non-Hispanic. A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

- o Assignment to Categories. For the purpose of this report, a student may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person may be counted in more than one racial/ethnic group. Designations are requested only for United States citizens and resident aliens, persons who have been lawfully admitted for permanent residence (and who hold alien registration receipt cards - Form I-551/155).

F. EDIT CHECK

This form was designed to simplify the checking to see that both the program specialties and the racial/ethnic categories add to the total for a discipline division. By adding down the specialty lines and up the racial/ethnic lines, both should result in the same division totals.



later.

Note that there are no grand total lines on the form which will be generated by computer during the edit process. Please be sure to include all pages when returning the form.

### DEFINITIONS

ASSOCIATE'S DEGREE. Normally requires at least 2 years of full-time equivalent college work.

BACHELOR'S DEGREE. Normally requires at least 4 years of full-time equivalent college-level work. Bachelor's degrees conferred in a COOPERATIVE or CO-OP program. A cooperative plan provides for alternate periods of employment in business, industry, or government; and allows a student to combine actual work experience with his college education. Include bachelor's degrees in which the normal 4 year program is completed in 3 years.

DEGREE. An award conferred by a college, university, or other tertiary education institution as official recognition of the completion of a program of study.

DIPLOMA. A formal document certifying the successful completion of a prescribed program of study.

DOCTOR'S DEGREES. Requires work at the graduate level that terminates a Doctor's degree. The doctor's degree classification includes degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Ph.D. degree in any field whether Agronomy, Technology, Education, Engineering, Public Administration, Ophthalmology, Radiology, etc. (In the case of the Doctor of Public Health, the professional degree is generally earned in the closely related professional field of medicine or of sanitary engineering).

FIRST-PROFESSIONAL DEGREES. Requires completion of the program meets all three of the following: (1) Completion of the academic requirements to begin practice in the profession; (2) At least 2 years of college work prior to entrance to the program; and (3) A total of at least 6 academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself.

US recognizes the following 10 fields as awarding first-professional degrees: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (LL.B., or J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (D.Pharm.), Podiatry (Pod.D., or D.P.), Theology (B.D., M.Div., M.H.L.), and Veterinary Medicine (D.V.M.).

MASTER'S DEGREE. Requires the successful completion of a program of study of at least the full-time-equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree.

Except for the Master of Divinity degree (Part C), report all master's degrees in Part B Columns (15) and (16), (even though the master's

as in the case of the Social Work, 4 years of undergraduate work required for entrance into the program and an additional 2 years completion).

Report Education Specialist (6 year award) in the Post-Master's certificate column in the appropriate discipline speciality in Education (#13).

POSTBACCALAUREATE CERTIFICATE. Requires completion of an organized program of study requiring 30 credit hours beyond the bachelor's degree for persons who have completed a baccalaureate degree, but which does not meet the requirements of academic degrees carrying the title of master's.

POST-MASTER'S CERTIFICATE. Requires completion of an organized program of study of 60 credit hours beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level.

POSTSECONDARY AWARDS, CERTIFICATES, OR DIPLOMAS (less than 1 year). Requires the completion of a program that would be completed in less than 1 academic year (2 semesters or 3 quarters) or less than 900 contact hours by a student enrolled full-time.

POSTSECONDARY AWARDS, CERTIFICATES OR DIPLOMAS (at least one but less than two academic years work). Requires completion of an organized program of study at the postsecondary level of instruction of at least one but less than two full-time-equivalent academic years, or desired

for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

POSTSECONDARY AWARDS, CERTIFICATES OR DIPLOMAS (at least two but less than four academic years). Requires completion of an organized program of study at the postsecondary level in at least two but less than four full-time-equivalent academic years; or designed for completion in at least 60 but less than 120 credit hours, or at least 1,800 but less than 3,600 contact hours.

PROGRAM. A combination of courses and related activities organized for the attainment of broad education objectives as described by the Institution.

Q How Do I Report A Split Major?

A When a student graduates with a split major, report the area of greater specialization, if possible. If possible, the degree should be reported in the combination. If a split major involves two disciplines, 16.0101, Foreign Languages, Multiple Emphasis. If a student has completed each of the other discipline divisions, if a split major involves two specialities within a division, the degree should be reported under the appropriate "general" speciality in the discipline heading. For example, a major in history and science should be reported under 45.0101, Social Sciences. If the split major covered more than one discipline, the degree should be reported in the area of greater specialization. NOT REPORT FRACTIONS OF A DEGREE.

Q How do I Report Degrees of Students Qualified to Teach Specific Subjects?

A The general rule is to classify degrees according to the area of specialization. This means, in general, that degrees for students who are qualified to teach an academic subject, such as biology, or foreign languages but did not go through the required program for that purpose, should be reported respectively in Biological Sciences, and Foreign Languages and NOT in

the other hand, the degrees of students who have gone through a program that is specifically preparing them to teach special subjects, as agriculture, art, music, etc., should be reported in Agricultural education (13.1301), Art education (13.1302), and Music education (13.1312, etc.), under Education.

Where do I Report a Program Which Involves very Different Discipline such as Math and Physics.

A Program of study which involve two or more discipline divisions should be reported under code 30 Multi-Disciplinary in the Classification of Instructional Programs. If the program of study is unlisted under 30 enter it as 30.9999 and specify the program title.

How do I Classify a Doctor of Arts Degree?

Ordinarily a Doctor of Arts does not require a dissertation and is considered intermediate between a master's and doctor's degree. It should be classified as a Post Masters certificate.

Division 09, Business and Office is not on the Form we received.

This year we awarded 2 degrees in the division. It is not a new division in our school although we do not award degrees in it every year. Where do we report Office Supervision and Management?

Report Office Supervision and Management on Part A, Section 11.

Enter the 2 digit division code and Division title, Business and Office in the space indicated. Record the 6 digit CIP code (09.0401) in column (1) and the title Office Supervision and Management in column (2). Report awards at appropriate levels.

stration in Division 06, (06.9999). It is not listed on  
Printout but Division 18 Health Services (which we did not  
lists Medical Records Administration. What does this mean?

A We examine each .9999 "Other" entry to determine if it can be  
sified according to the CIP when a .9999 title closely res  
CIP title, i.e., Medical Records Management the .9999 is rec  
ed. Report Medical Records Administration on line 18.0703.

FALL ENROLLMENT IN OCCUPATIONALLY SPECIFIC PROGRAMS  
(FORM EP)

A. PURPOSE

These data will satisfy, for postsecondary vocational education, the Carl Perkins Vocational Education Act mandate that the Center for Statistics (CS) collect data on vocational education students and programs. These data will also provide information on access to particular programs in vocational education -- particularly "high-tech" programs and non-traditional programs.

B. USES OF THE DATA

Data in this report are used for manpower planning and future occupational availability. These data, used in conjunction with completions in occupationally specific programs, will make it possible to compare the distribution (by sex and race/ethnicity) of students who are enrolled in specific programs vs. the distribution of those who actually complete these programs.

C. PERIODICITY

IPEDS will collect total enrollment, by racial/ethnic designation, in occupationally specific programs on a biennial basis because these data are needed to develop labor force supply parameters and projections that can be used by industry, government, and educators. The initial due date is November 15, 1987.



Students Included in Report. Report only those

in subbaccalaureate programs that are specifically  
occupational preparation, including those in off-campus  
Students enrolled in a program are either: (1) those  
declared their program intent; or (2) those who have  
25% of a program's requirements. The program may receive  
certificate, or other formal award granted by the institution.

Include high school students enrolled in these programs  
are working toward the completion of a program.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

The EP form is sent to all institutions in the  
This form incorporates the new Classification of Instructional Programs  
(CIP), 1985 version. A complete list of CIP titles  
identified as being occupationally specific is attached.

**SECTION I: PROGRAM ENROLLMENT**

Enrollment as of the Institution's Official Fall Reporting Date or as of October 15

Occupationally Specific Programs	Line No.	Non- Resident Alien		Black Non- Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Men (9)
		Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	
CIP Code	Program Title									
07.0205	Teller	01								
07.2406	Secretarial	02								
		03								

- o SECTION I: It is pre-coded, listing specific  
programs and their appropriate 6-digit CIP code  
to exist at each institution. You should delete  
that are no longer offered at your institution.

race and sex, the total number of students enrolled in each program preprinted on the form. Report Grand Totals, for each program in columns 13 and 14.

# SECTION II: ADDITIONAL PROGRAMS

Enrollment as of the Institution's Official Fall Reporting Date or as of October 15

Occupationally Specific Programs		Line No	Non-Resident Alien		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non-Hispanic	
			Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)
CIP Code	Program Title													
		01												
		02												
		03												

- o SECTION II: The stub is blank so that you may list additional programs and appropriate 6-digit CIP codes offered by your Institution that are not already listed in Section I. Refer to the attached list of titles and CIP codes and find the program title that most closely matches your program. Follow the same instructions as for Section I.

Subtotal of Students New Occupationally Specific Programs - Add to Section I	98													
---	----	--	--	--	--	--	--	--	--	--	--	--	--	--

- o LINE 98: Report Section II column totals on this line.

- o Grand Totals - Report on line 99, at the end of Section I, the sum of each column in Section I plus the sum of each column on line 98 Section II.

- o Categorization of Students by Racial/Ethnic Status  
This information is being gathered in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

1. Method of Collection. The manner of collecting racial and ethnic information is left to the discretion of the institution provided that the system which is employed results in reasonably accurate data. One acceptable method is a properly controlled system of post-hoc self-identification by student. If a self-identification method is utilized a verification procedure to ascertain the completeness and accuracy of student submissions should also be employed where appropriate.
2. Racial/Ethnic Descriptions. Racial/ethnic descriptions as used in this survey do not denote scientific classifications of anthropological origins.

- o Assignment to Categories. For the purpose of this report, a student may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person may be counted in more than one racial/ethnic group. Designations are requested only for United States citizens and resident aliens, persons who have been lawfully admitted for permanent residence (and who hold alien registration receipt cards - Form I-551/I-55). Report non-resident aliens in columns 1 and 2 only, regardless of their race/ethnicity. Assign other students to one of the columns 3 through 12 based on information available to the institution.



## FALL ENROLLMENT

(Form EF1)

### A. PURPOSE

CS will collect enrollment data through this component of IPEDS each year beginning in Fall 1986 in order to update its annual college enrollment projections, its mandated annual Condition of Education report and the Digest of Education Statistics.

Racial/ethnic data are necessary for the Office of Civil Rights (Department of Education) to perform functions mandated by Title VI and Title IX. The additional burden of monitoring desegregation plans is facilitated by the use of fall enrollment data.

Beginning in 1987, IPEDS will collect fall enrollment by age and sex of student. These data will offer insight into the relationship between changing demographics of college-going cohorts and enrollment in different types of postsecondary institutions; they will permit detailed projections of enrollment by institutional type and by age. Since a student's dependency status is strongly related to age, they can also be used to provide estimates of the number of independent/dependent students attending a postsecondary institution, which should be useful in financial aid modeling and projections.

### B. USES OF DATA

Fall enrollment is the traditional measure of student access to higher education and IPEDS continues this important statistical series. The Education Department uses its fall enrollment data in program

Incentive Grants, Direct Loans to Students, Basic Education Grants, and Supplemental Opportunity Grants. Other agencies use this data in policymaking decisions. For example, the Department of Housing and Urban Development considers CS data as a guide in allocating money for dormitory construction on college campuses.

The Bureau of the Census, the National Science Foundation, and state education agencies depend heavily on annual fall enrollment data for use in economic and financial planning, manpower planning, policy formulation. Educational and professional associations use the data for a wide variety of purposes and since they are not part nationally-oriented organizations, data collected by the states have very little utility.

In addition, the Department of Defense, U.S. Military Personnel Processing Command has indicated a strong need for enrollment data to identify institutions with a sufficient number of young students to make recruiting efforts cost effective.

#### C. PERIODICITY

Beginning in 1986, IPEDS will collect, on an annual basis, fall enrollment summary data. The first due date is November 1, 1986. In 1986, fall enrollment data by race and field will be collected on a biennial basis. Again, the first due date is November 1, 1987. IPEDS will collect fall enrollment by age of student every four years beginning in 1991.

## D. COVERAGE

### PERIOD OF REPORT

Enrollment should be reported as of the institution's official fall reporting date or October 15th.

### STUDENTS INCLUDED IN REPORT

Report all students enrolled in courses creditable toward a degree or other formal award. Include students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers.

Include high school students taking regular college courses for credit. Report these students in the classification in which they are recorded by the institution.

### STUDENTS EXCLUDED FROM THIS REPORT

Do not include in this report:

- o Students enrolled exclusively in courses not creditable toward a formal award or vocational program.
- o Students exclusively auditing classes.
- o Students studying abroad (e.g., at a foreign university)  
If their enrollment at this institution is only an administrative record and the fee is only nominal.
- o Students in any branch campus located in a foreign country.  
Report these students in Part C, question 3, only.



# Status and level of the Student.

9999 Summary ALL STUDENTS ENROLLED FOR CREDIT	Line No	Non- Resident Asian		Black Non- Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)

- o Racial Ethnic Categories. These designatio both two- and four-year schools for the racial/ethnic data on a biennial basis dur ed years for the Office for Civil Rights. columns 1-12 will be shaded.
- o Assignment to Categories: For the purpose a student may be included in the group to v appears to belong, identifies with, or is community as belonging. However, no person In more than one racial/ethnic group. De requested only for United States citizens a aliens, persons who have been lawfully admi nent residence (and who hold alien regist cards - Form I-551/155).

Report non-resident aliens in columns 1 and less of their race/ethnicity. Assign oth one of the columns 3 through 12 based available to the institution.

Students enrolled in your institution regardless of race/ethnicity or citizenship.

These categories are to be used when reporting students by level of enrollment as follows:

I. FULL-TIME STUDENTS	
A. UNDERGRADUATES	
1. DEGREE SEEKING	01
(a) FIRST-TIME FRESHMEN	
(b) OTHER FIRST-YEAR	02
(c) SECOND YEAR	03
(d) THIRD YEAR	04
2. POSTBACCALAUREATE STUDENTS NOT IN GRADUATE PROGRAMS	
TOTAL FULL-TIME POSTBACCALAUREATE STUDENTS (LINES 9-13)	14

II. PART-TIME STUDENTS	
A. UNDERGRADUATES	
1. DEGREE SEEKING	15
(a) FIRST-TIME FRESHMEN	
(b) OTHER FIRST-YEAR	16
(c) SECOND YEAR	27
(d) THIRD YEAR	
TOTAL PART-TIME POSTBACCALAUREATE STUDENTS (LINE 23-27)	26
GRAND TOTAL ALL STUDENTS (LINES 8, 14, 22 & 28)	29

### Undergraduate Students

A. UNDERGRADUATES
1. DEGREE SEEKING
(a) FIRST-TIME FRESHMEN
(b) OTHER FIRST-YEAR
(c) SECOND YEAR
(d) THIRD YEAR
(e) FOURTH YEAR AND BEYOND
(f) UNCLASSIFIED
2. NON-DEGREE SEEKING UNDERGRADUATES

- o For both full- and part-time enrollment, institutions should first determine which students have entered the institution with the intent of seeking a degree or other formal award.
- o Degree-seeking students must be classified by level of enrollment as follows:

Report all entering freshmen who have attended any college. Include students enrolled in college for the first term who attended college for the first term prior summer term. Also include students with advanced standing (college credits earned prior to graduation from high school).

2. Other First-Year

Report first-year students other than those reported on lines 1 and 15 (first-time freshmen).

First-year students are those who have completed less than the equivalent of one full year of college work. For example, less than 30 semester hours or less than 120 hour degree program.

3. All other degree-seeking students in college should be classified by level according to the number of credits earned. The definitions of levels on the form indicate the number of credits earned at each level.

4. Unclassified degree-seeking undergraduate students who cannot be classified by level of study or student level.

5. Non-degree-seeking undergraduates are those students taking courses for credit but are not enrolled in a program leading toward a degree or other formal award. These students should be reported separately.

### Postbaccalaureate Students

B FIRST-PROFESSIONAL STUDENTS
1. FIRST-TIME
2 ALL OTHER FIRST-PROFESSIONALS
C GRADUATE STUDENTS
1. DEGREE SEEKING
(a) FIRST-TIME
(b) ALL OTHER
2 POSTBACCALAUREATE STUDENTS NOT IN GRADUATE PROGRAMS

Four-year institutions should report their postbaccalaureate students as follows:

- a. First-professional students are those enrolled in programs leading toward a first-professional degree in the fields of chiropractic, dentistry, law, medicine, optometry, osteopathy, pharmacy, podiatry, theology, and veterinary medicine. Report these students as first-time in the program, or as all other.
- b. Graduate students:
  1. Report all students who have been accepted into graduate programs at your institution as either full-time or part-

Report all other postbaccalaureate student credit, but not yet accepted into a graduate program, on lines 13 or 23, as full- or part-time,

Major Fields of Study and Corresponding Major Field Codes.

- o Four-year institutions will be asked to provide data on sex, and level of enrollment by major field of study (fields) during even-numbered years.
- o Students are to be reported by their major field of study according to the selected categories identified in the "Classification of Instructional Programs." Field codes and corresponding code numbers have been preprinted in the left-hand corner of each page. If your institution has students enrolled in any of the designated fields of study, box as indicated. Students enrolled in the fields of Agriculture, Medicine, Veterinary Medicine, and Law are not to be reported as undergraduate or graduate students but only as professional students. Students in programs requiring more than four years beyond high school should be reported as undergraduate students in the appropriate fields.

04.00	Architecture and Environmental Design
06.00	Business and Management
14.00	Engineering
18.04	Dentistry
18.10	Medicine
18.24	Veterinary Medicine
22.00	Law
26.00	Life Sciences
27.00	Mathematics
40.00	Physical Sciences
90.00	All Others (Fields not specified above and undecided or undeclared majors should be reported here)
99.99	Summary Page (Total Enrollment)

- o In addition to separate pages for each of the major fields or subfields listed above, complete the Summary page which aggregates the enrollment data on the individual field pages.
- o If students at your institution do not declare a major field of study until the second or third year of undergraduate study, report all students with undeclared majors on the "all other" (90.00) page according to their appropriate student level.

AGE	Line No	Undergraduates				First-Professional Students		Graduate Students		Grand Total All Students	
		Degree Seeking		Non-degree Seeking		Men	Women	Men	Women	Men	Women
		Men	Women	Men	Women						
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
FULL-TIME STUDENTS											
Under 18	01										
18 - 19	02										
20 - 21	03										
22 - 24	04										
25 - 29	05										
30 - 34	06										
35 - 39	07										
40 - 49	08										
50 - 64	09										
65 and Over	10										
Age	11										
Unknown											
TOTAL											
FULL-TIME STUDENTS	12										
(Lines 1-11)											
PART-TIME STUDENTS											
Under 18	13										
18 - 19	14										
20 - 21	15										
22 - 24	16										
25 - 29	17										
30 - 34	18										
35 - 39	19										
40 - 49	20										
50 - 64	21										
65 and Over	22										
Age	23										
Unknown											
TOTAL											
PART-TIME STUDENTS	24										
(Lines 13-23)											
TOTAL ALL STUDENTS	25										

- o Data on age will be collected every four (4) years.
- Relation to Enrollment Reported in Part A. The relation of students should include the same individuals reported in Part A. All directions regarding the report, students to include, and categorization by attendance status and level, apply to this section.
- Age of Students. Use institutional records to determine age. Report age as of the date of this report.

## Part C - Clarifying Questions

QUESTION	Number of Students	
	Full-Time	Part-Time
	(1)	(2)
1. a How many students are enrolled exclusively in remedial courses or programs?		
b How many of these students are not included in Part A enrollment counts?		
2. a How many students are enrolled exclusively in off-campus or extension centers?		
b How many of these students, if any, are not included in Part A enrollment counts?		
3. a How many students are enrolled exclusively in branch campuses located in foreign countries?		
b How many of these students are not included in Part A enrollment counts?		

- o Please answer the clarifying questions as they apply to your Institution. Note in the Instructions, which students should be counted in Parts A and B and which students should be exclusively reported in Part C.
- o. Please indicate if a question is "not applicable."

### DEFINITIONS

REMEDIAL COURSES: Instructional activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.



should equal line 1b. These students should be reported on Part A and Part B of the form. If your institution does not give credit for remedial courses, report total students for remedial courses in 1a and enter "0" in line 1b. Students should not be reported in Part A or Part B of the form.

2. If your institution enrolls students exclusively in off-campus or extension centers, report these on line 2a. Include them in Part A and Part B of the form.
3. Students enrolled exclusively in branch campuses located in foreign countries should be reported on line 3a. Students must be omitted from Parts A and B, line 3b. 3a should equal 3a.

#### F. EDIT CHECKS

Note that total or subtotal entries are always computed down rows or to the right across columns.

- o Subtotals. Part A is organized to provide several checks of specific cell counts against totals. Full-Time Undergraduate Students (line 08) and Postbaccalaureate Students (line 14), when added to Part-Time Undergraduates (line 22) and the Part-Time Postbaccalaureates (line 28), should sum to the TOTAL, ALL STUDENTS (line 29) for each of the

- o Cross-Section Checks. The total for full-time students, Part B, Line 12, Columns 09 and 10 should equal the total for full-time students, Part A, Lines 8 and 14, Columns 13 and 14. Similarly, the total for part-time students, Part B, Line 24, Columns 09 and 10 should equal Part A, Lines 22 and 28, Columns 13 and 14. The total for all students, Part B, Line 25, Columns 09 and 10 should equal Part A, Line 29, Columns 13 and 14. Some verification by level of enrollment can also be made, if desired.

#### A. PURPOSE

CS will collect enrollment data through this component year beginning in Fall 1986 in order to update its annual enrollment projections, its mandated annual Condition of Education the Digest of Education Statistics.

Racial/ethnic data are necessary for the Office of (Department of Education) to perform functions mandated by Title IX. The additional burden of monitoring desegregation facilitated by the use of fall enrollment data.

Beginning in 1987, IPEDS will collect fall enrollment data for each student. These data will offer insight into the relationship between changing demographics of college-going cohorts and enrollment patterns of postsecondary institutions; they will permit projections of enrollment by institutional type and by age. A student's dependency status is strongly related to age, therefore used to provide estimates of the number of independent/dependent students attending a postsecondary institution, which should be useful in aid modeling and projections.

#### USES OF DATA

Enrollment is the traditional measure of student success.

IPEDS continues this important statistical function.

IPEDS uses its fall enrollment data to provide

ning and for setting funding allocation standards for such legislatively controlled programs as the College Work-Study Program, State Incentive Grants, Direct Loans to Students, Basic Education Opportunity Grants, and Supplemental Opportunity Grants. Other agencies use enrollment data in policymaking decisions. For example, the Department of Housing and Urban Development considers CS data as a guideline for awarding money for dormitory construction on college campuses.

The Bureau of the Census, the National Science Foundation, and most State education agencies depend heavily on annual fall enrollment data for use in economic and financial planning, manpower forecasting, and policy formulation. Educational and professional associations use enrollment data for a wide variety of purposes and since they are for the most part nationally-oriented organizations, data collected by individual States have very little utility.

In addition, the Department of Defense, U.S. Military Entrance Processing Command has indicated a strong need for enrollment by age of student to identify institutions with a sufficient number of recruitment-ready students to make recruiting efforts cost effective.

#### PERIODICITY

Beginning in 1986, IPEDS will collect, on an annual basis, fall enrollment summary data. The first due date is November 15, 1986. Also in 1986, fall enrollment data by race will be collected on a biennial basis. Again, the first due date is November 15, 1986. IPEDS will collect fall enrollment by age of student every four years, beginning in 1987.

## PERIOD OF REPORT

Enrollment should be reported as of the institution's fall reporting date or October 15th.

## STUDENTS INCLUDED IN REPORT

Report all students enrolled in courses creditable toward a degree or other formal award. Include students enrolled in programs that are part of a vocational or occupational program, including students enrolled in off-campus centers.

Include high school students taking regular college credit. Report these students in the classification in which they are recorded by the institution.

## STUDENTS EXCLUDED FROM THIS REPORT

Do not include in this report:

- o Students enrolled exclusively in courses not creditable toward a formal award or vocational program.
- o Students exclusively auditing classes.
- o Students studying abroad (e.g., at a foreign university) if their enrollment at this institution is only on a tentative record and the fee is only nominal.
- o Students in any branch campus located in a foreign country. Report these students in Part C, question 3, only.

and level of the Student.

L STUDENTS ENROLLED OR CREDIT	Line No	Non- Resident Alien		Black Non- Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White Non- Hispanic		Grand Total All Students	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)

- o Racial Ethnic Categories. These designations are used for both two- and four-year schools for the collection of racial/ethnic data on a biennial basis during even numbered years for the Office for Civil Rights. In other years, columns 1-12 will be shaded.

- o Assignment to Categories: For the purpose of this report, a student may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person may be counted in more than one racial/ethnic group. Designations are requested only for United States citizens and for resident aliens, persons who have been lawfully admitted for permanent residence (and who hold alien registration receipt cards - Form I-551/I55).

Report non-resident aliens in columns 1 and 2 only, regardless of their race/ethnicity. Assign other students to one of the columns 3 through 12 based on information available to the institution.

nality or citizenship.

The following categories are to be used when students by level of enrollment:

I. FULL-TIME STUDENTS	
1. DEGREE SEEKING (a) FIRST-TIME FIRST-YEAR	01
(b) ALL OTHER FIRST-YEAR	02
(c) ALL OTHER STUDENTS	03
2. NON-DEGREE SEEKING	04
TOTAL FULL-TIME STUDENTS (lines 1-4)	05

II. PART-TIME STUDENTS	
1. DEGREE SEEKING (a) FIRST-TIME FIRST-YEAR	06
(b) ALL OTHER FIRST-YEAR	07
(c) ALL OTHER STUDENTS	08
NON-DEGREE SEEKING	09
TOTAL PART-TIME STUDENTS (lines 6-9)	10
GRAND TOTAL, ALL STUDENTS (lines 5 AND 10)	11

- o For both full- and part-time enrollment, institution should first determine which students have entered institution with the intent of seeking a degree or formal award.
- o Degree-seeking students must be classified by level of enrollment as follows:

1. First-Time First-Year

These are entering freshmen who have never attended any college. Include students enrolled in college for the first term who attended college for the first time in the prior summer term. Also include students who

with advanced standing (college credits earned before graduation from high school).

2. All Other First-Year

Report first year students other than those reported as first time.

First-year students are those who have completed less than the equivalent of one full year of undergraduate work. For example, less than 30 semester hours in a 60 hour degree or certificate program.

3. Two-year institutions should report all other degree seeking students on lines 3 and 8.

4. All non-degree seeking students, those who are taking courses for credit but are not enrolled in a program of study leading toward a degree or other formal award, should be reported on lines 4 and 9.



AGE	Line No	Full-Time Students				Part-Time Students				Grand All Students	
		Degree Seeking		Non-degree Seeking		Degree Seeking		Non-degree Seeking			
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Under 18	01										
18 - 19	02										
20 - 21	03										
22 - 24	04										
25 - 39	05										
40 - 49	06										
50 - 64	07										
65 and Over	08										
Age Unknown	09										
TOTAL ALL STUDENTS (Lines 1-11)	12										

- o Data on age will be collected every four (4) years.
- Relation to Enrollment Reported In Part A. The relation of students should include the same students counted in Part A. All directions regarding the report, students to include, and categories of students by attendance status and level, apply to this part.

Age of Students. Use institutional records to determine age. Report age as of the date of this report.

## C - Clarifying Questions

QUESTION	Number of Students	
	Full-Time	Part-Time
	(1)	(2)
1 a. How many students are enrolled exclusively in remedial courses or programs?		
2 a. How many students are enrolled exclusively in off-campus or extension centers?		
3 a. How many students are enrolled exclusively in branch campuses located in foreign countries?		

Please answer the clarifying questions as they apply to your Institution. Note in the Instructions, which students should be counted in Parts A and B and which students should be exclusively reported in Part C.

Please indicate if a question is "not applicable."

### DEFINITIONS

AL COURSES: Instructional activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

Examples:

If your Institution gives credit for remedial courses, line 1a should equal line 1b. These students should be reported in

for remedial courses in 1a and enter "0" in 1b.  
students should not be reported in Part A or 1b  
form.

2. If your institution enrolls students exclusively on campus or extension centers, report these on 1b. Include them in Part A and Part B of the form.
3. Students enrolled exclusively in branch campuses in foreign countries should be reported on 1b. These students must be omitted from Parts A and B. 2b should equal 3a.

#### F. EDIT CHECKS

Note that total or subtotal entries are always computed down rows or to the right across columns.

- o Subtotals. Part A is organized to provide several of specific cell counts against totals. Totals: Full-Time Students (line 5) and Part-Time Students (line 10) add up to the GRAND TOTAL, ALL STUDENTS (line 11) for columns 1 through 3.
- o Cross-Section Checks. The totals for full-time students, Part B, Line 12, Columns 1 and 2 should equal the total for full-time degree seeking students, Part B, Line 13, Columns 1 through 3, Columns 13 and 14. Similarly, the totals for part-time students, Part B, Line 14, Columns 1 and 2 should equal the total for part-time degree seeking students, Part B, Line 15, Columns 1 through 3, Columns 13 and 14.

time non-degree seeking students, Part B, Line 12, Columns 3 and 4 should equal Part A, Line 4, Columns 13 and 14. Part-time totals should be compared in a similar manner.

The GRAND TOTAL, ALL STUDENTS, Part A, line 11, columns 13 and 14, should equal Part B, line 12, columns 9 and 10.

Q Which students are reported as first professionals?

A Report only students in the 10 first-professional degrees listed below:

- |                 |                        |
|-----------------|------------------------|
| 1. Chiropractic | 6. Pharmacy            |
| 2. Dentistry    | 7. Podiatry            |
| 3. Medicine     | 8. Veterinary Medicine |
| 4. Optometry    | 9. Law                 |
| 5. Osteopathy   | 10. Theology           |

Q Where do I report first-professional students who are not in one of the 4 specified fields?

A Report first-professional students who are enrolled in optometry, pharmacy, podiatry, theology, and osteopathy to the "All other" page 90.00.

Q Where do I report students who cannot be classified in terms of study, or student level?

A Report the student as unclassified undergraduate as long as the student is enrolled in a program.

Q Where do I report a student who has earned a baccalaureate degree and is enrolled in a graduate course, but has not yet attained graduate student status?

A Report the student as Postbaccalaureate, not in graduate (line 13 or 27).

Where would I report a student who is enrolled in courses for credit and is not recognized by the institution as earning credit toward a degree or formal award?

Report the student as non-degree seeking.

Do branch campuses and extension centers fill out separate IPEDS forms?

Branch campuses (i.e., those offering full programs of study) report separately. Extension centers report data with their parent campus.

If a student has not declared a major field of study, where on the form is he reported?

Report all students with undeclared majors on the "All Other" page according to their appropriate student level.

My institution does not require students to declare a major until the junior year of study. How do I report freshmen and sophomores. Report all first and second year students on the 90.00 page; all upper division students should be classified according to major.



# RESIDENCE OF FIRST-TIME STUDENTS

(Form R1)

## . PURPOSE

The primary purpose of this survey is to provide States with more complete information about the attendance of their residents in college than the States can provide with their own surveys. States can then use resulting data to make estimates about college going rates of its high school graduates, examine problems caused by excessive student out-migration or in-migration, and determine the types of institutions that attract their citizens into other States. Such data are critical for postsecondary education planning at the State level.

There is also considerable interest among privately-controlled institutions and their associations for such data. Historically, the private sector has not emphasized their State of location as a primary attraction. As States have developed new restrictions on financial aid, migration data have become important indicators of possible future problems.

To collect data on residence of first-time students and their migration across State lines, a nationwide survey is needed. States, as well as various associations have made it clear that only a national agency can collect these data.

## . USES OF DATA

IPEDS will also collect data on the enrollment of first-time students by State of residence including data on the number who graduated from high school the previous year. These data are useful for calculat-



dents across State lines; and calculating college-going rates. These data will enable States to develop accurate college-going rates. Comparisons by State will then be possible, and those States with higher school graduates go on to postsecondary education in higher numbers will have information on which to base corrections.

Another important aspect of these data is their usefulness to college and university officials. These individuals are currently dealing with several problems which all seem to impact on each other. Demographic changes are resulting in a declining number of traditional age students. The more general population migration from rural to urban areas, as evidenced by the 1980 census, is reflected in enrollment declines in rural institutions. These declines in enrollment have reduced income from tuition, which is a serious problem in the face of the economic impact of inflation on colleges and universities.

In order for the institutions to make plans for the future, they must consider such things as the effect enrollment changes and student mobility have on tuition income. University officials must be able to predict numbers of in-State versus out-of-State students, set tuition rates, plan faculty changes, program changes, etc.

There are a number of Federally oriented issues that can be addressed by collecting and disseminating residence and migration data as well. The data can be used to:

- o help assess the impact of the limitations of State and Federal Grant Programs on Student mobility;

- o analyze supplemental grant needs by State for the State Student Incentive Grant Program;
- o analyze State and regional needs for additional institutions by determining what institutions are attracting students out of State; and
- o analyze the impact of agreements between contiguous States on student mobility.

Needs have been identified at the State and institutional level which can be met by national residence and migration data. These needs include the following:

- o Planning/budgeting for institutional support - public and private;
- o Planning for shifting institutional demand by region, State, and institution;
- o Monitoring or establishing out-of-State quotas; and
- o Reassessing State support to private institutions serving large numbers of in-State students.

#### PERIODICITY

Beginning in 1986, IPEDS will collect data on a biennial basis on residence of first-time students. The survey due date is November 1986.

#### COVERAGE

Students Included in Report. This report should include students in two groups:

students on the Fall Enrollment report. These students can be at any of three levels:

- a. First-time Freshmen. Students shown on the Fall Enrollment report in lines 01 (full-time) and 15 (part-time) as first-time freshmen should be reported in column (1). Column (1) should include all freshmen, including those entering the institution with a GED or without a high school diploma, with any year of graduation. Freshmen from column (1) who graduated from high school within the previous 12 months should be reported again by their State of Residence in column (2).
  - b. First-time First-Professional. Students shown on the Fall Enrollment report on lines 09 (full-time) and 23 (part-time) should be reported in column (4).
  - c. First-time Graduate-level Students. Students shown on the Fall Enrollment report on lines 11 (full-time) and 25 (part-time) should be reported in column (5).
2. The second group is other students who are entering this institution for the first time. This group will constitute a subgroup of those included on the Fall Enrollment report.
- Transfer Degree Seeking Undergraduates. Report in column (3) those entering undergraduate students who have attended another college and have not received a baccalaureate degree. They may be transferring with or without credit. Students reported here would be a subset of those shown on the

Enrollment report on lines 02 through 06 (full-time) or 16 through 20 (part-time).

Students Excluded from this Report. Do not include in this report:

1. Students enrolled exclusively in courses not creditable toward a formal award or vocational program.
2. Students exclusively auditing classes.
3. Students studying abroad (e.g., at a foreign university) if their enrollment at this institution is only an administrative record and the fee is only nominal.
4. Students in any branch campus located in a foreign country.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

State of Residence When Student Was First Admitted at This Student Level	FIPS CODE	Students Enrolled For the First Time					Location of Out-of-State Centers  (Check Each State)
		Degree Seeking Undergraduates					
		First-Time Freshmen		Transfers	First-Professionals		
		Total	Graduated from High School in past 12 months		Graduate-level Students		
		(1)	(2)		(3)	(4)	
						(6)	

- o The report collects data for all degree seeking students entering the institution for the first-time, by student level.

DEFINITIONS

DEGREE SEEKING STUDENTS. Students enrolled in courses for credit who are recognized by the institution as earning credit toward a degree or formal award.

college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned through graduation from high school).

FIRST-TIME GRADUATE-LEVEL STUDENT. A person enrolled at the graduate level for the first time. Include graduate students enrolled in the fall term who attended graduate school in the prior summer term.

FIRST-TIME FIRST-PROFESSIONAL STUDENT. A student enrolled for the first time in a first-professional degree program. Include first-professional students enrolled in the fall term who entered the institution in the prior summer term.

FIRST-TIME STUDENT. A student attending any institution for the first time. That is, the student enters an institution with no credit toward a degree or award at the level enrolled, (e.g., graduate student, first-professional student).

LOCATION OF OUT-OF-STATE CENTERS. If this institution has any educational centers or maintains a physical presence outside the State of the main campus, place a check in column (6) to indicate the States where the centers are located.

OUT-OF-STATE CENTERS. Sites where courses or programs are offered that are in a State different from the State of the main campus.

STATE OF RESIDENCE. A person's permanent address as determined by such evidence as a driver's license or voter registration. For entering freshmen, residence may be the legal residence of a parent or guardian.

TRANSFER STUDENT. A student who is entering the reporting institution for the first time but is known to have previously attended a postsecondary institution at the same level (undergraduate, graduate, etc.)

Alabama	01						
Alaska	02						
Arizona	04						
Arkansas	05						
California	06						
Colorado	08						
Connecticut	09						
Delaware	10						
Dist. of Columbia	11						
Florida	12						
Georgia	13						
Hawaii	15						
Idaho	16						
Illinois	46						
Indiana	48						
Iowa	50						
	51						
Washington	53						
West Virginia	54						
Wisconsin	55						
Wyoming	56						
State Unknown	57						
American Samoa	58						
Guam	59						
No. Marianas	60						
Puerto Rico	61						
Trust Territory	62						
Pacific Islands	63						
Virgin Islands	64						
Foreign Countries	64						
TOTAL	65						

- o Indicate the State identified by the student as his/her permanent address at the time of application to the institution. For entering freshmen, this may be the legal residence of a parent or guardian, or the State in which a student has a driver's license or is registered to vote. It is not necessarily the State in which the student's high school is located.

## Questions and Answers

- Q What is the definition of "home-state" for first-time freshman?
- A For entering freshman the "home-state" is the legal residence of the student or parent or guardian or the state for which the student has a driver's license or is registered to vote.
- Q What is the definition of "home-state" for undergraduate transfer students or post-baccalaureate students?
- A The "home-state" is the state identified by the student as his permanent address at the time of application to the institution.
- Q What is considered "home-state" for a student who resides with parents who are employed with the military?
- A The state of legal residence is generally the student's "home-state" or the state where they pay taxes.
- Q If the institution is unable to determine where a student's "home-state" is, where is the student reported?
- A Report the student on line 57, "State Unknown".
- Q Which students are considered transfer students?
- A Transfer students are entering undergraduate students who have previously attended another college and have not received a baccalaureate degree. They may be transferring with or without credit.

What are first-time freshman?

First-time freshman are students entering who have never attended any college. This includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also included are students who entered with advanced standing (college credits earned before graduation from high school).



# RESIDENCE OF FIRST-TIME STUDENTS

(Form R2)

## A. PURPOSE

The primary purpose of this survey is to provide States with more complete information about the attendance of their residents in colleges than the States can provide with their own surveys. States can then use resulting data to make estimates about college going rates of its high school graduates, examine problems caused by excessive student out-migration or in-migration, and determine the types of institutions that attract their citizens into other States. Such data are critical for postsecondary education planning at the State level.

There is also considerable interest among privately-controlled institutions and their associations for such data. Historically, the private sector has not emphasized their State of location as a primary attraction. As States have developed new restrictions on financial aid, migration data have become important indicators of possible future problems.

To collect data on residence of first-time students and their migration across State lines, a nationwide survey is needed. States, as well as various associations have made it clear that only a national agency can collect these data.

## B. USES OF DATA

IPEDS will also collect data on the enrollment of first-time students by State of residence including data on the number who graduated from high school the previous year. These data are useful for calculation

ing the average tuition paid by students; monitoring the flow of students across State lines; and calculating college-going rates by State. These data will enable States to develop accurate college going rates. Comparisons by State will then be possible, and those States whose high school graduates go on to postsecondary education in significantly lower numbers will have information on which to base corrective action.

Another important aspect of these data is their usefulness to college and university officials. These individuals are currently faced with several problems which all seem to impact on each other. Demographic changes are resulting in a declining number of traditional college-age students. The more general population migration from the cities, as evidenced by the 1980 census, is reflected in enrollment declines at urban institutions. These declines in enrollment have resulted in reduced income from tuition, which is a serious problem in light of the economic impact of inflation on colleges and universities.

In order for the institutions to make plans for the future they must consider such things as the effect enrollment changes and student mobility have on tuition income. University officials must be able to predict numbers of in-State versus out-of-State students in order to set tuition rates, plan faculty changes, program changes, etc.

There are a number of Federally oriented issues that can be addressed by collecting and disseminating residence and migration data as well. The data can be used to:

- o help assess the impact of the limitations of State Incentive Grant Programs on student mobility;

- o analyze State and Regional needs in determining what institutions are attracting State; and
- o analyze the impact of agreements between community colleges and universities on student mobility.

Needs have been identified at the State and institutional levels which can be met by national residence and migration data. These needs include the following:

- o Planning/budgeting for institutional support
- o Planning for shifting institutional demand by region and institution;
- o Monitoring or establishing out-of-State quotas
- o Reassessing State support to private institutions serving large numbers of in-State students.

#### C PERIODICITY

Beginning in 1986, IPEDS will collect data on a national survey of the residence of first-time students. The survey due in 1986.

#### D. COVERAGE

Students Included in Report. This report should cover two groups:

1. The first group is all students who were designated as first-time first-year students on the Fall Enrollment report.

First-time First-year. Students shown on the Fall Enrollment report in lines 01 (full-time) and 06 (part-time) as first-time first-year should be reported in column (1). Column (1) should include all freshmen, including those entering the institution with a GED or without a high school diploma and with any year of graduation. Freshmen from column (1) who graduated from high school within the previous 12 months are to be reported again by their State of Residence in column (2).

2. The second group is other students who are entering this institution for the first time. This group will constitute a subgroup of those included on the Fall Enrollment report.

Transfer Degree Seeking Students. Report in column (3) those entering undergraduate students who have attended another college and have not received a baccalaureate degree. They may be transferring with or without credit. Students reported here would be a subset of those shown on the Fall Enrollment report on lines 02 and 03 (full-time) or 07 and 08 (part-time).

Students Excluded from this Report. Do not include in this report.

1. Students enrolled exclusively in courses not creditable toward a formal award or vocational program.
2. Students exclusively auditing classes.

4. Students in any branch campus in a foreign country.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

State of Residence When Student Was First Admitted at This Student Level	F.P.S. CODE	Students Enrolled For the First Time			Location of Student's Branch Campus or Foreign Country
		Degree Seeking			
		First-Year Students			
		Total	Graduated from High School in past 12 months	Transfers	
		(1)	(2)	(3)	

- o The report collects data for all degree seeking students who are designated as first-time first-year students on the Enrollment report.

DEFINITIONS

DEGREE-SEEKING STUDENTS. Students enrolled in courses for credit recognized by the institution as earning credit toward a degree award.

FIRST-TIME FIRST-YEAR STUDENT. A student attending any institution the first time at the undergraduate level.

LOCATION OF OUT-OF-STATE CENTERS. If this institution has additional centers or maintains a physical presence outside the State of the main campus, place a check in column (4) to indicate the State where centers are located.

OUT-OF-STATE CENTERS. Sites where courses or programs are offered that are in a State different from the State of the main campus.

STATE OF RESIDENCE. A person's permanent address as determined by such evidence as a driver's license or voter registration. For entering freshmen, residence may be the legal residence of a parent or guardian.

TRANSFER STUDENT. A student who is entering the reporting institution for the first time but is known to have previously attended a postsecondary institution at the same level (undergraduate, graduate, etc.).

Alabama	01				
Alaska	02				
Arizona	04				
Arkansas	05				
California	06				
Colorado	08				
Connecticut	09				
Delaware	10				
Dist of Columbia	11				
Florida	12				
Georgia	13				
Idaho	14				
Illinois	15				
Indiana	16				
Iowa	17				
Kansas	18				
Kentucky	19				
Louisiana	20				
Maine	21				
Maryland	22				
Massachusetts	23				
Michigan	24				
Minnesota	25				
Mississippi	26				
Missouri	27				
Montana	28				
Nebraska	29				
Nevada	30				
New Hampshire	31				
New Jersey	32				
New Mexico	33				
New York	34				
North Carolina	35				
North Dakota	36				
Ohio	37				
Oklahoma	38				
Oregon	39				
Pennsylvania	40				
Rhode Island	41				
South Carolina	42				
South Dakota	43				
Tennessee	44				
Texas	45				
Utah	46				
Vermont	47				
Virginia	48				
Washington	49				
West Virginia	50				
Wisconsin	51				
Wyoming	52				
State Unknown	53				
American Samoa	54				
Guam	55				
North Mariana	56				
Puerto Rico	57				
Trust Territory Pacific Islands	58				
Virgin Islands	59				
Foreign Countries	60				
TOTAL	61				

- o Indicate the State identified by the student as his/her permanent address at the time of application to the institution. For entering freshmen, this may be the legal residence of a parent or guardian, or the State in which a student has a driver's license or is registered to vote. It is not necessarily the State in which the student's high school is located.

Questions and Answers

Q What is the definition of "home-state" for first year and students?

A "Home-state" is the state identified by the students as home at the time of application to the Institution.

Q What is considered "home-state" for a student who resides with parents who are employed with the military?

A The state of legal residence is generally the student's home or the state where they pay taxes.

Q If the institution is unable to determine where a student's "home-state" is, where is the student reported?

A Report the student on line 57, "State Unknown".

Q Which students are considered transfer students?

A Transfer student is an entering undergraduate student who has attended another college and has not received a baccalaureate degree. He may be transferring with or without credit.

# INSTITUTIONAL ACTIVITY

(Form EA1 & EA2)

## PURPOSE

This component was developed to serve several purposes. First, total credit/contact hours will provide a measure of institutional productivity relative to resource measures such as finance and staff. It will also permit the calculation of the number of full-time equivalent students (FTE's) on a consistent basis across institutions and institutional types. Therefore, CS asked institutions to report the full-time equivalencies of their part-time students for the fall term through one of several algorithms. This resulted in idiosyncratic data that were not comparable across institutions and could not be aggregated to a State or national level. The total number of credit/contact hours reported on the institutional activity report will replace self reported full-time equivalence.

## USES OF DATA

The number of full-time equivalent students is probably the most widely used measure of the size of an institution, particularly when there is the need to compare widely disparate institutions. For example, the Title III staff of the Education Department divide total educational and general expenditures by the FTE of the institution to obtain a "per pupil" expenditure measure. FTE is also a critical parameter in the Education Department's Higher Education Planning model that is used to project student financial aid costs.

## PERIODICITY

This survey will be conducted annually and is due October 1, 1987.



The twelve (12) month period covered by this report is July 1986 to June 30, 1987. If it is more convenient to report for some other twelve month period, enter the period covered by the report; however reporting period must have ended prior to September 1, 1987.

# E. INSTRUCTIONS FOR COMPLETING THIS FORM

## Four-Year and Above Institutions - (EA1)

Period covered by this report ☐ July 1 to June 30 or \_\_\_\_\_ to \_\_\_\_\_

### PART A - CREDIT/CONTACT HOURS ATTEMPTED IN A TWELVE-MONTH PERIOD

Level of Course	Line No	Total Hours Attempted	
		Total 12-Month Period (1)	Fall Term (2)
A. Undergraduate			
1. Credit Hours	01		
2. Contact Hours	02		
B. First-Professional <sup>1</sup> (credit hours only)	03		
1. Medicine, General			
2. Other Health Sciences (Chiropractic, Dentistry, Optometry, Osteopathic Medicine, Pharmacy, Podiatry, Veterinary Medicine)	04		
3. Other First-Professional (Law and Theology)	05		
C. Graduate (credit hours only)	06		

<sup>1</sup> If credit hours cannot be assigned, check here and leave blank on any of lines 3-5 ☐

## Two-Year Institutions - (EA2)

Period covered by this report ☐ July 1 to June 30 or \_\_\_\_\_ to \_\_\_\_\_

### PART A - CREDIT/CONTACT HOURS ATTEMPTED IN A TWELVE-MONTH PERIOD

Type of Course	Line No.	Total Hours Attempted	
		Total 12-Month Period (1)	Fall Term (2)
All Courses (credit hours)	01		
All Courses (contact hours)	02		

PART A - Credit Hours Attempted In a Twelve-Month Period

- A. Courses Included In Report. Include all courses carrying credit toward a degree or other formal award. Include those courses comprising part of a terminal vocational or occupational program.
- B. Enrollment Included In Report. Credit hours attempted should be computed for all persons enrolled in a course for credit. Include credit hours for high school students taking courses for credit. Do not include auditors or students studying abroad.
- C. Credit Hour Enrollment. To compute credit hours, multiply the credit value of each credit course by the number of students enrolled in the course for credit. The number of students enrolled in a course is the number enrolled at the close of the official add period for each term. If there is no official add period, report as of the 15th day of each regular term, and the 5th day of each summer term. Sum the credit hours carried in each course to determine the total credit hours attempted.
1. Total 12-Month Period - Report in column 1, the total credit/contact hours attempted by all students during the entire reporting year. Include all short courses as well as regular academic terms.
  2. Fall Term - Report in column 2, the total credit/contact hours attempted during the fall term of the year for which you are reporting.

These will have been included in your counts in column 1, and will be used in conjunction with your fall enrollment report to determine full-time equivalent enrollment.

3. Course Level. The level of each course (undergraduate, professional, or graduate) should be the designation of the course by the institution.

If there are courses that cannot be assigned to a single level (e.g., if some courses serve both undergraduates and graduates), the institution should partition the enrollment in the course based on the level of the students. Thus, there may be courses where credit hours for undergraduates is reported on line 01 and graduates on line 02.

### DEFINITIONS

CONTACT HOUR. A unit of measure that represents an hour (50 minutes) of scheduled instruction given to students. The total number of contact hours spent by all students in scheduled instructional activities during a specified period of time can be determined as follows:

If a course with an enrollment of 20 students meets for three hours per week for 15 weeks, the number of contact hours is  $20 \times 3 \times 15 = 900$ . Similarly, if a course with an enrollment of 20 students meets for eight hours per day for two days, the number of contact hours is  $20 \times 8 \times 2 = 320$ .

CREDIT. Recognition of attendance and/or performance in an educational activity (course or program) that can be applied by a student toward the requirements for a degree, diploma, or other formal award from an institution.

CREDIT COURSE. A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, certificate or other formal award at a given institution.

CREDIT HOUR. A unit of measure that represents an hour of instruction that can be applied to the total number of hours needed for completing the requirements of a degree, certificate or other formal award at a given institution.

FALL TERM. That part of the academic year that begins on or about September 1 to October 1.

FIRST-PROFESSIONAL STUDENT. A student enrolled in any of the following degree programs:

Chiropractic (D.C.)

Pharmacy (D. Phar.)

Dentistry (D.D.S. or D.M.D.)

Podiatry (Pod. D. or D.P.)

Medicine (M.D.)

Veterinary Medicine (D.V.M.)

Optometry (O.D.)

Law (L.L.B., J.D.)

Osteopathic Medicine (D.O.)

Theology (M. Div. or M.H.L.)

GRADUATE STUDENT. A student who holds a bachelor's or first-professional degree, or equivalent, and is taking courses at the postbaccalaureate level. These students may or may not be enrolled in graduate programs.

UNDERGRADUATE. A student enrolled in a four or five year bachelor's degree program, in an associate program, or in a vocational or technical program below the baccalaureate.

PART B - NUMBER OF CREDIT/CONTACT HOURS ATTEMPTED IN REMEDIAL COURSES

Credit hours
Contact hours

Are these credit hours included in part A? ☐ Yes ☐ No

PART B - Number of Contact/Credit Hours Attempted in Remedial Courses

Report the total number of credit or contact hours attempted at your institution during the indicated twelve-month period in remedial courses. If your institution awards credit for these courses, and their hours are accounted for in Part A, indicate with a check in the "yes" column.

DEFINITIONS

REMEDIAL COURSES. Instructional activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

Four-Year Institutions (EAI)

**PART C - UNDUPLICATED COUNT OF STUDENTS EVER ENROLLED FOR CREDIT IN A TWELVE-MONTH PERIOD**

Level of Student	Line No	Number of Students
<b>A. Undergraduate Students</b>		
1. Degree Seeking	01	
2. Non-degree Seeking	02	
<b>B. First-Professional Students</b>	03	
1. Medicine, General		
2. Other Health Sciences (Chiropractic, Dentistry, Optometry, Osteopathic Medicine, Pharmacy, Podiatry, Veterinary Medicine)	04	
3. Other First-Professional (Law and Theology)	05	
<b>C. Graduate Students</b>	06	

Two-Year Institutions (EA2)

PART C - UNDUPLICATED COUNT OF STUDENTS EVER ENROLLED FOR CREDIT IN A TWELVE-MONTH PERIOD

Students	Line No	Number of Students
Total students enrolled for credit	01	

PART C - Unduplicated Count of Students Ever Enrolled for Credit in a Twelve-Month Period

- A. Students Included in Report. Report an unduplicated headcount of the number of students by level (undergraduate, first-professional, or graduate) enrolled for credit during the reporting period in any courses leading to a degree or other formal award or in any courses that are part of a terminal vocational or occupational program.
- B. Students Excluded from Report. Do not report students whose only credit enrollment was at a branch campus located in a foreign country.
- C. Level of Students. Report students according to the level of their standing with the Institution. Students who already hold a baccalaureate degree but are enrolled as an undergraduate for additional undergraduate courses should be counted as undergraduates. Students admitted with graduate standing should be counted as graduate students even if they are taking some undergraduate courses.

enrolled in credit courses in the fall as an undergraduate,  
spring as a graduate student, should be reported as a graduate  
line 6.

A. PURPOSE

Finance data are needed for reporting and projecting the revenues and expenditures in a national activity representing a significant component of the Gross National Product (GNP). Knowledge of postsecondary education expenditures has been limited in scope to "higher education" institutions. IPEDS expands that scope to include all primary providers of postsecondary education. To enhance the comparability and utility of the finance data, IPEDS has made several improvements in financial reporting: (1) IPEDS is requesting information on expenditures by object (salaries, employee benefits, library acquisitions and utilities); (2) IPEDS is adding a series of clarifying questions to determine what is included/excluded from reported current fund expenditures; (3) IPEDS has added a section on expenditures for student scholarships and fellowships from Federal, State, local and institutional sources, and (4) IPEDS has separated appropriations for hospitals from appropriations for the educational institution.

These finance data are needed for reporting and projecting capital outlays of 2 and 4-year colleges and universities, trends in replacement of plant assets, performance of endowment funds, and indicators of institutions in financial difficulty.

B. USES OF DATA

The Department of Education's Title III (Developing Institutions) grant program relies on Part B, expenditures data, and full-time equivalence to help determine whether or not an applicant college or university is eligible to receive a grant. These data are needed annually



census of governments. CS and the Bureau creates Part L of the form to collect these data. The Office of Management and Budget uses CS to collect these data because the Bureau's survey universe is a subset of the IPEDS universe. The Census Bureau also uses data from Parts A and B in addition to Part L to:

- o develop estimates of State and local governments' financial data;
- o relay these estimates to the Bureau of Economic Analysis for its calculation of the Gross National Product; and
- o collect supplemental data that their census of governments does not collect.

The Bureau of Labor Statistics and the Federal Mediation and Conciliation Service are secondary users of CS/Census finance data.

The National Institute of Education uses data from Parts A and B to calculate the Higher Education Price Index (HEPI). This index is a measure of inflation in higher education and is a valuable tool for measuring real change over time in revenues and expenditures.

The Office for Civil Rights has used finance data to determine whether or not institutions' compliance with anti-discrimination laws. From the data OCR was able to determine whether or not predominantly black or minority controlled institutions were being discriminated against in funding decisions made by State boards of higher education.

The Bureau of Economic Analysis of the U. S. Department of Commerce uses financial statistics from Parts B, F, G, and H for the following purposes:

- o preparing totals and forecasts on total non-farm expenditures for structures and equipment;
- o to publish in the Survey of Current Business; and
- o to develop Gross National Product accounts.

The Council of Economic Advisors analyzes institutional finance data to assess the effectiveness of the Costs Recovery Act and the Investment Tax Credit to spur capital formation by colleges and universities.

Increasing numbers of State agencies are using the CS Finance report to assemble data for planning and for evaluating their higher education policies.

For example, Michigan uses these data to determine resource allocations; Ohio compares plant/debt and debt-to-tuition ratios among its institutions to forecast financial distress and to modify tuition policy; Georgia uses these data to assess trends and variance in costs at their publicly controlled institutions; Pennsylvania, New York, Maryland, and other States use the survey to assemble data that they need and had previously collected with their own questionnaire. Also, the Southern Regional Education Board (SREB) compares the financial characteristics of institutions in their region to those in other regions. SREB presents comparisons of State revenues to legislators from the various States.

Among associations, the American Council on Education (ACE), the Association of Institutional Researchers (AIR), the Brookings Institution, and the Carnegie Council on Higher Education are frequent users of Finance data. Researchers from these and other organizations use these data to assess the economic future of the Nation's colleges and universities. The National Center for Higher Education Management Systems in Boulder,

Colorado tested indicators of financial condition using CS financial data exclusively. They found that their indicators could identify institutions in either "good" or "poor" financial condition.

CS has been leading joint ventures with ACE, the National Association of College and University Business Officers (NACUBO), and the National Institutes for Research to develop financial and other quantitative indicators of financial condition. The indicators, developed from data collected by the financial statistics and enrollments, have been used to identify gradations of financial condition and to relate these gradations of condition to Federal higher education policy. With the availability of data, these types of studies have a greater chance of success and useful outcomes.

#### C. PERIODICITY

Beginning with the IPEDS 1987 collection, this survey will be conducted annually. Report finances for the fiscal year that ended in 1987. Please indicate the start and end dates of the fiscal year for your institution. The due date is November 15th.

#### D. COVERAGE

This form should be completed by all institutions that offer at least a baccalaureate and by public, and private non-profit institutions that offer at least a two-year award but less than a baccalaureate.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

PART A - Current Funds Revenues by Source for Fiscal Year 1987

Numbers in parentheses at the end of paragraphs refer to pages  
College and University Business Administration, National Association  
College and University Business Officers.

Unrestricted Current Funds. All funds, including institutional funds received for which no stipulation was made by the donor or other external agency as to the purposes for which they should be expended. (394-395)

Restricted Current Funds. Those funds available for financing operations but which are limited by donors and other external agencies to specific purposes, programs, departments, or schools. Externally imposed restrictions are to be contrasted with internal designations imposed by the governing board on unrestricted funds. (394-395)

Current Funds Revenues. Include (1) all unrestricted gifts, grants, and other resources earned during the reporting period and (2) restricted resources to the extent that such funds were expended. Current funds revenues do not include restricted current funds received but not expended because these revenues have not been earned. (396)

Type of Revenues. Current funds revenues include all unrestricted gifts and other unrestricted revenues earned during the fiscal year and restricted current funds to the extent that such funds were expended for current operating purposes. (396-397).

COLUMN (1). Unrestricted Revenues. Report all unrestricted revenues earned during the current fiscal year from each of the listed sources. (396)

COLUMN (2). Restricted Revenues. Report restricted current funds revenues were expended for current operating purposes from each of the listed sources. (396)

COLUMN (3). Total Revenues. Report the total is the sum of restricted and unrestricted revenues (columns 1 and 2).

**Part A - CURRENT FUNDS REVENUES BY SOURCE FOR FISCAL YEAR 1987**

Source of Funds	Line No	Amount (whole dollars)		
		Unrestricted (1)	Restricted (2)	Total (3)
Tuition and Fees	1	\$	\$	\$
Government Appropriations*				
Federal Total*	2			
Through State Channels	3	\$		
State*	4			
Local*	5			
Government Grants and Contracts				
Federal*	6			
State*	7			
Local*	8			
Private Gifts, Grants, and Contracts*	9			
Endowment Income*	10			
Sales and Services of Educational Activities*	11			
Auxiliary Enterprises	12			
Hospitals**	13			
Other Sources*	14			
Independent Operations*	15			
<b>Total Current Funds Revenues (sum of lines 1, 2, 4-15)</b>	<b>16</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

\* Excludes appropriations, gifts, grants, endowment, and sales and services for hospitals (not Medical School)

\*\* Amounts relating to the hospital only. If an entry is made on this line please complete Part J. Medical School revenues should be reported on lines 2 through 10, as appropriate.

## Sources of Funds

LINE 1. Tuition and Fees. Report all tuition and fees assessed against students for education purposes. Include tuition and fee remission exemptions even though there is no intention of collecting from the student. Include here those tuitions and fees that are remitted to the State as an offset to the State appropriation. (Charges for room, board and other services rendered by auxiliary enterprises are not reported here. See line 12.) (397-398)

LINES 2 - 5. Government Appropriations. Report all revenues received by the Institution that were made available through acts of a legislative body. These funds are for meeting current operating expenses and NOT for specific projects or programs. Examples are Federal land-grant appropriations and Federal revenue sharing funds (line 2). Federal appropriations received through State channels is a subset of line 2 and should be included in the line 2 total for Federal appropriations, as well as reported separately on line 3. (398-399)

LINES 6 - 8. Government Grants and Contracts. Report all revenues received from governmental agencies that are for specific research projects or other types of programs. Examples are research projects, training programs and similar activities for which amounts are received or expenditures are reimbursable under the terms of a government grant or contracts. Amounts equal to direct costs incurred should be recorded as charges against current restricted funds and reported as restricted current funds revenues (column 2). Related indirect costs recovered should be reported against unrestricted revenues (column 1). Include Pell Grants (formerly BE

Note that detail on restricted student assistance revenues is requested in Part K. (399)

LINE 9. Private Gifts, Grants, and Contracts. Report all revenues generated from private gifts, grants and contracts, and include those revenues from private donors for which no legal consideration is involved. Private contracts include those funds for which specific goods and services must be provided to the funder as stipulation for receipt of the funds. Include only those gifts, grants and contracts that are directly related to instruction, research, public service, or other institutional purposes. Monies received as a result of gifts, grants, or contracts from a foreign government would be reported here. Include the estimated dollar amount of contributed services on line 9. Regardless of the manner in which contributed services are quantified, they should also be included on line 9. (399)

LINE 10. Endowment Income. Report: (1) the unrestricted income of endowment and similar funds and (2) restricted income of endowment and similar funds to the extent expended for current operating purposes. Income from funds held in trust by others under irrevocable trusts are to be included. Do not include capital gains or losses. If any such gains are spent for current operations, these should be treated as transfers, not revenues. Exclude endowment income for a hospital. Institutions that have adopted a spending formula by which they expend not only the yield but also a prudent portion of the appreciation of the principal should report the amount calculated by the "total return" concept. The amount so calculated should be adjusted for protection of the endowment principal.

from its loss of purchasing power if that provision is part of the spending formula. (399-400, 421-422)

LINE 11. Sales and Services of Educational Activities. Report all revenues derived from the sales of goods or services that are incidental to the conduct of instruction, research or public service. Examples include film rentals, scientific and literary publications, testing services, university presses, and dairy products. (400).

LINE 12. Auxiliary Enterprises. Report all revenues generated by collected from auxiliary enterprise operations of the institution. Auxiliary enterprises are managed as essentially self-supporting activities. Examples are residence halls, food services, student health services, college unions, college stores and barber shops. (401)

LINE 13. Hospitals. Report all revenues of a hospital operated by the institution. Do NOT include here gifts, grants, appropriations, research revenues or endowment income. Include revenues of health clinics that are part of the hospital unless such clinics are part of the student health services program. Include only revenues for hospitals (not medical school) in the categories listed. Include all amounts appropriated by governments (Federal, state or local) for the operation of hospitals (sales and services revenues should be net of discounts and allowances). (402)

LINE 14. Other Sources. Report all items or revenues not covered elsewhere. Examples are interest income and gains (net of losses) from investments of unrestricted current funds, miscellaneous rentals and sales, expired term endowments, and terminated annuity or life income. (403)



agreements, if not material. Include revenues resulting from the and services on internal service departments to persons or agencies external to the institution (e.g., the sale of computer time).

LINE 15. Independent Operations. Report all revenues associated with operations independent of or unrelated to the primary missions of the institution (i.e., instruction, research, public service) although they may contribute indirectly to these programs. This category generally includes only those revenues associated with major Federally funded Research and Development Centers. (402)

LINE 16. Total Current Fund Revenues. Report the sum of lines 1 through 4 and 4 through 15, inclusive.

Column 1 (unrestricted) plus column 2 (restricted) should equal to column 3 (total) for each line. In addition to the add check specified for line 16, total current fund revenues (column 3) should be the sum of restricted current fund revenues (column 2) and unrestricted current fund revenues (column 3).

PART B - Current Funds Expenditures and Transfers for Fiscal Year 1987.

Current Funds Expenditures and Transfers. The costs incurred for and services used in the conduct of the Institution's operations. Include the acquisition cost of capital assets, such as equipment, library books, to the extent current funds are budgeted for and used by operating departments for such purposes. (402)

Type of Expenditures. Report both unrestricted and restricted current funds expenditures in each of the functions listed. (402-404)

Column 1. Unrestricted Expenditures. Report unrestricted current funds expenditures in column 1. These are the expenditures of unrestricted current funds revenues.

Column 2. Restricted Expenditures. Report restricted current funds expenditures in column 2. These are the expenditures of restricted current funds revenues.

Column 3. Total Expenditures. Report total current funds expenditures. The sum of columns 1 and 2.

Column 4. Salaries and Wages Without Employee Benefits. Report the amount of total expenditures for salaries and wages. Include salaries and wages of all personnel, full-time and part-time, through each functional account. Do not include any expenditures for employee benefits as part of salary expenditures. Expenditures for employee benefits are to be reported on lines 24 - 26.

Function of Expenditures	Line No	Amount in Col. 2			Wages and/or Employee Benefits included in Col. 3	Compensation
		Unrestricted (1)	Restricted (2)	Total (3)		
EDUCATIONAL AND GENERAL						
Instruction	1	\$	\$	\$	\$	
Research	2					
Public Service	3					
Academic Support	4					
Includes Library Expenditures of \$	5					
Student Services	6					
Institutional Support	7					
Operation and Maintenance of Plant	8					
Scholarships and Fellowships	9					
Mandatory Transfers	10					
Nonmandatory Transfers	11					
TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND TRANSFERS (sum of lines 1-4,6-11)	12	\$	\$	\$		
AUXILIARY ENTERPRISES	13					
Includes Mandatory Transfer of \$	14					
Includes Nonmandatory Transfer of \$	15					
HOSPITALS	16					
Includes Mandatory Transfer of \$	17					
Includes Nonmandatory Transfer of \$	18					
INDEPENDENT OPERATIONS	19					
Includes Mandatory Transfer of \$	20					
Includes Nonmandatory Transfer of \$	21					
TOTAL CURRENT FUNDS EXPENDITURES AND TRANSFERS (sum of lines 12,13,16 & 19)	22	\$	\$	\$		
Total Salaries and Wages for E & G (sum of column 4 lines 1-4 & 6-9)	23					\$
Total Employee Benefits Paid from Institutional Accounts	24					
Total Employee Benefits Paid from Noninstitutional Accounts not included on line 12 col 3	25					
included on line 12 col 3	26					
Total Employee Compensation (sum of lines 23-26)	27					\$

Add checks:

1. Column 1 plus column 2 should equal to column 3 for each
2. Column 4 should equal to or less than column 3 for each applicable.

## FUNCTIONS OF EXPENDITURES

LINE 1. Instruction. Expenditures of the colleges, schools, departments, and other instructional divisions of the institution and expenditures for departmental research and public service that are not separately budgeted should be reported in this classification. Include expenditures for both credit and noncredit activities. Exclude expenditures for academic administration where the primary function is administration (e.g., academic deans). This category includes: general academic instruction; occupation and vocational instruction; special session instruction, community education; preparatory and adult basic education; and remedial and tutorial instruction conducted by the teaching faculty for the institution's students. (404-406)

LINE 2. Research. Report all expenditures for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. Do not report nonresearch sponsored programs (e.g., training programs). (406-407)

LINE 3. Public Service. Report all funds budgeted specifically for public service and expended for activities established primarily to provide noninstructional services beneficial to groups external to the institution. Examples are seminars and projects provided to particular sectors of the community. Include expenditures for community services and cooperative extension services. (407-408)

LINE 4 and 5. Academic Support. Report all expenditures for support services that are an integral part of the institution's primary missions of instruction, research, or public service. Include expenditures for libraries (requested separately in line 5), museums, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development. Include expenditures for veterinary and dental clinics if their primary purpose is to support the instructional program. (Include line 5 expenditures in the line 4 total for academic support.) Note: Line 4 is NOT the sum of lines 1, 2, and 3. (408-409) Line 5 should include expenditures for organized activities that directly support the operation of a catalogued or otherwise classified collection. (408)

LINE 6. Student Services. Report all expenditures for admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program. Examples are career guidance, counseling, financial aid administration, and student health services (except when operated as a self-supporting auxiliary enterprise). (409-410)

tutional Support. Report all expenditures for the day-to-day operational support of the institution, excluding expenditures for capital expenditures. Include general administrative services, legal and fiscal operations, and (411-412)

LINE 8. Operation and Maintenance of Plant. Report all funds for operations established to provide service and maintenance related to campus grounds and facilities used for educational and general purposes. Do not include expenditures made from the institutional plant fund account (411-412)

LINE 9. Scholarships and Fellowships. Report all funds given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or non-credit. Aid to students in the form of tuition or fee remissions should be included. (Exclude those remissions that are granted because of faculty or staff status. Charge these to staff benefits.) Do not report College Work-Study Program expenses here; report these expenses where the student served (e.g., dining halls, line 13; for a professor, line 1.) If necessary, estimate. Include Pell Grants in column 2. (413-414)

LINE 10. Mandatory Transfers. Report all mandatory transfers from current funds that must be made in order to fulfill a binding legal obligation of the institution. Report mandatory debt-service provisions relating to (1) amounts set aside for debt retirement and interest; and (2) required provisions for renewal and replacements to the extent not financed from other sources. Include also the institutional matching portion for NDSL when the source of funds is current revenue. Do not report transfers into the current fund (i.e., negative numbers.)

LINE 11. Nonmandatory Transfers. Report all transfers from the current funds group to and from other fund groups made at the discretion of the governing board to serve a variety of objectives, such as additions to

loan funds, quasi-endowment funds, general or specific plant and equipment funds, voluntary renewals and replacement of plant, and prepayments on plant principal. (413)

LINE 12. Total Educational and General Expenditures and Transfers

Enter here the sum of lines 1 through 4 and 6 through 11.

LINE 13. Auxiliary Enterprises. Report all expenditures that are for partially self-supporting operations that exist to furnish a service to students, faculty, or staff, and that charge a fee that is at least partially related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, college stores, and intercollegiate athletics. (Include the mandatory and nonmandatory transfer amounts on lines 14 - 15 in the line 13 amount.) (413-414)

LINE 14. Mandatory Transfers for Auxiliary Enterprises. Report the amount transferred from current funds for mandatory debt service provisions relating to auxiliary enterprises. (414)

LINE 15. Nonmandatory Transfers for Auxiliary Enterprises. Report the amount transferred from current funds for nonmandatory debt service provisions relating to auxiliary enterprises. (414)

LINE 16. Hospitals. Report all expenditures associated with the operation of a hospital, including nursing expenses, other professional services, general services, administrative services, fiscal services, and charges for physical plant operations. (Include the mandatory and nonmandatory transfer amounts on lines 17 and 18 in the line 16 amount.) (414-415)

LINE 17. Mandatory Transfers for Hospitals. Report the amount transferred from current funds for mandatory debt service provisions relating to hospitals. (415)

LINE 18. Nonmandatory Transfers for Hospitals. Report the amount transferred from current funds for nonmandatory debt service provisions relating to hospitals. (415)

LINE 19. Independent Operations. Report all expenditures associated with the operations that are independent of or unrelated to the primary missions of the institution, although they may indirectly contribute to the enhancement of these programs. This category is generally limited to expenditures of a major Federally Funded Research and Development Center. Do not include the expenditures of operations owned and managed as investments of the institution's endowment funds. (Include the mandatory and nonmandatory transfers amounts on lines 20-21 in the line 19 amount.) (415-417)

LINE 20. Mandatory Transfers for Independent Operations. Report the amount transferred from current funds for mandatory debt service provisions relating to independent operations. (416)

LINE 21. Nonmandatory Transfers for Independent Operations. Report the amount transferred from current funds for nonmandatory debt service provisions relating to independent operations. (416)

LINE 22. Total Current Funds Expenditures and Transfers. Report the sum of lines 12, 13, 16 and 19.



LINE 23. Total Salaries and Wages. Report total current funds expenditures for salaries and wages. This is the sum of column 4, lines 1-4, 6-8. Include the salaries and wages for all personnel, full and part-time, paid through each functional account. Do not include expenditures for employee benefits. Additional information on employee benefits paid from noninstitutional accounts should be reported in Part C.

LINE 24. Total Employee Benefits Paid from Institutional Accounts.

Report the portion of benefits paid from institutional accounts in line 24. If no employee benefits are paid through institutional accounts, report a zero here.

LINE 25. Total Employee Benefits Paid from Noninstitutional Accounts.

Report the portion of benefits paid from noninstitutional accounts in line 25 that is not included in line 12 column 3. Additional information on employee benefits paid from noninstitutional accounts should be reported in Part C.

LINE 26. Total Employee Benefits Paid from Noninstitutional Accounts.

Report the portion of benefits paid from noninstitutional accounts included in line 12 column 3. Additional information on employee benefits paid from noninstitutional accounts should be reported in Part C.

Employee Compensation. Report total current funds employee compensation. This is the sum of total salaries and wages (lines 23 - 26).

## PART C - Clarifying Questions Regarding Total E & G Expenditures

### Revenues

Clarifying questions in Part C request information on expenditures from accounts not controlled by the reporting institution. These clarifying questions are intended to identify categories where expenditures may be made for the institution over which the institution has no control, which may not be included in the E & G expenditures report.

An institutional account is one in which the institution maintains full fiscal control of revenues or expenditures and has full knowledge of the amounts flowing through each account.

1. Institutional Systems. Please indicate if the institution is a part of a system and, if it is, whether any costs for the operation of the central administration are included in the report.
2. Tuition and Fees. Please indicate if any amount of tuition or fees is dedicated to a purpose other than operations (e.g., retirement); if so, specify amount.
3. Intercollegiate Athletics. Please indicate how intercollegiate athletics are funded and, if included in the expenditures report, under which function they are included.
4. Other Exclusions. Please report if there are other exclusions from the expenditures report.

benefits reports on Part B, line 24. Please indicate whether employee benefits from institutional accounts are charged.

6. Agricultural Experiment Stations and Extension Services.

there is an agricultural experiment station(s), or agricultural extension services, please indicate and also indicate if expenditures are included in Part B.

Part C - CLARIFYING QUESTIONS REGARDING TOTAL E & G EXPENDITURES AND REVENUES

1. Institutional Systems

This unit is part of an institutional system

☐ No  
☐ Yes

If yes, are any costs for the operation of central administration included in this report

☐ No  
☐ Yes Amount \$ \_\_\_\_\_

2. Tuition and Fees

a. Tuition and fees (Copy Part A, line 1, column 3)

\$ \_\_\_\_\_

b. Tuition and fees collections (including remissions) used for purposes other than current operations (e.g. debt retirement) not reported in Part A, line 1

\$ \_\_\_\_\_

c. Total tuition and fees (a + b)

\$ \_\_\_\_\_

3. Intercollegiate Athletics

This institution's intercollegiate athletic program is funded through: (check all that apply)

a. ☐ This institution has no intercollegiate athletic program

Institutional Accounts

b. ☐ Amount reported in Auxiliary Enterprises (Part B, line 13)

\$ \_\_\_\_\_

c. ☐ Amount reported in Instruction (Part B, line 1)

\$ \_\_\_\_\_

d. ☐ Amount reported in Student Services (Part B, line 6)

\$ \_\_\_\_\_

Separate Corporation or Foundation

e. ☐ Amount from a separate corporation or foundation

\$ \_\_\_\_\_

4. Other Exclusions

Are some education and general expenditures for professorships, research or other functions paid directly by foundations or other organizations so they are not included in Part B

a. ☐ Yes Amount \$ \_\_\_\_\_  
b. ☐ No

5. Employee Benefits

Specify from which of the following are employee benefits paid: (check one)

a. ☐ All employee benefits paid from institutional accounts are charged against institutional support (Part B, line 7) and not to the functional categories to which they are attributable.

b. ☐ All employee benefits paid from institutional accounts are charged against attributable functional categories (i.e. Instruction, Research, Public Service, Academic Support, Student Services, Operation and Maintenance of Plant, Part B, lines 1-4, 6-8) as well as to institutional support (Part B, line 7)

6. Agricultural Experiment Stations and Extension Services (For Land Grant Institutions Only)  
(check all that apply)

a. ☐ Expenditures for agricultural experiment stations are included in Part B  
b. ☐ Expenditures for agricultural extension services are included in Part B  
c. ☐ Not Applicable

PART D - Library Expenditures for Acquisitions for Fiscal Year 1987

LINE 1. Total Operating Expenditures for Library Acquisitions Included on Part B, Line 5. Report total expenditures for library acquisitions that were included on Part B, line 5. Library acquisitions include print materials, microfilms, microfiche, audiovisual materials such as records, films, and computer software. Do not include expenditures for hardware of any kind. For example, do not include expenditures for computer terminals, microfiche readers, record players, and projectors.

LINE 2. Other Expenditures for Library Acquisitions Not Included on Part B, Line 5. Report all other expenditures for library acquisitions excluding land and buildings, not reported on Part B, line 5. (4)

LINE 3. Total Expenditures for Library Acquisitions. Report all expenditures for library acquisitions, both current funds and capital. This is the sum of lines 1 and 2.

Part D - LIBRARY EXPENDITURES FOR ACQUISITIONS FOR FISCAL YEAR 1987

Expenditures	Line No	Amount (whole dollars)
Operating Expenditures for Library Acquisitions (Included on Part B, line 5)	1	\$
Other Expenditures for Library Acquisitions (Not Included on Part B, line 5)	2	
Total Expenditures for Library Acquisitions (sum of lines 1 and 2)	3	\$

LINE 1. Total Expenditures for Utilities. Report all expenditures for utilities in the operation and maintenance of plant enterprises, and independent operations. Exclude expenditures for hospitals. (412)

**Part E - UTILITY EXPENDITURES FOR FISCAL YEAR 1987**

Expenditure	Line No	Amount (whole dollars)
Total Expenditures for Utilities (exclude hospitals)	1	\$

**Part F - PHYSICAL PLANT ASSETS FOR FISCAL YEAR 1987**

Type of Asset	Line No	Book Value At Beginning of Year (1)	Additions During Year (2)	Deductions During Year (3)	Book Value At End of Year (4)	Current Replacement Value (5)
Land	1	\$	\$	\$	\$	
Buildings	2					\$
Equipment	3					

## PART F - Physical Plant Assets for Fiscal Year 1987

Report the values of land, buildings, and equipment owned, rented, or used by the institution. Do not include those plant values which are a part of endowment or other capital fund investments in real estate. Data for the institution that are not kept on the books of account of the institution, but are kept in the records of another organization or agency for the institution, should be included (e.g., State schools should report physical plant even though records are maintained by a State agency). Exclude construction in progress; report completed buildings as an addition where accepted.

COLUMN 1. Book Value at Beginning of Year. Book value of plant at the beginning of fiscal year is intended as the dollar amount of value as shown on the institution's accounting records.

COLUMN 2. Additions During Year. Additions during the year are additions to plant made through purchase, by gift-in-kind from donor, and from other additions. Exclude construction in progress.

COLUMN 3. Deductions During Year. Deductions from the plant are deductions resulting from selling, razing, fire and other hazards, or other disposition of assets.

COLUMN 4. Book Value at End of Year. Book value of plant at the end of the fiscal year is intended as the dollar amount of value as shown on the institution's accounting records. Column 4 is the sum of columns 1 and 2, less column 3.

Report recent appraisal value or what is currently carried as ins replacement value. Do not include the replacement values of those ings which are a part of endowment or other capital fund investme real estate. This figure is not a book value figure.

Part G - INDEBTNESS ON PHYSICAL PLANT FOR FISCAL YEAR 1987

Balances and Transactions	Line No	Amount (whole dollars)
Balance Owed on Principal at Beginning of Year	1	\$
Additional Principal Borrowed During Year	2	
Payments Made on Principal During Year	3	
Balance Owed on Principal at End of Year (line 1 plus line 2 minus line 3)	4	
Interest Payments on Physical Plant Indebtness	5	

PART G - Indebtedness on Physical Plant for Fiscal Year 1987

In Part G, report data on indebtedness liability against plant. Include auxiliary enterprises facilities as well as and general facilities. Examples of auxiliary enterprises fa those used for operation of housing, food service, bookstore units which are classified as auxiliary enterprises. Ent N.A.'s if the Institution has no indebtedness.

LINE 1. Balance owed on Principal at Beginning of Year. Bal Indebtedness of principal at the beginning of the year is shown in the liability section of the plant fund balance sheet

LINE 2. Additional Principal Borrowed During Year. Addition borrowed during the year is loans negotiated through bonds notes, or any other type of financing (including shortterm amounts borrowed from other institutional funds for phys

LINE 3. Payments Made on Principal During the Year. Payment loans principal during the year is amount used to reduce the loans, regardless of the source of funds.

LINE 4. Balance Owed on Principal at the End of Year. Balance Indebtedness principal at the end of the year is that amount liability section of the plant fund balance sheet. It is lines 1 plus 2, less 3.



LINE 5. Interest Payments on Physical Plant Indebtedness. Report

total interest charges paid during the fiscal year on physical  
indebtedness. Exclude principal repayments (see line 3).

Part H - DETAILS OF ENDOWMENT ASSETS FOR FISCAL YEAR 1987

Balances and Yield	Line No	Book Value	Market Value	Amount (whole dollars)
		(1)	(2)	
Value of Endowment Assets at the Beginning of the Fiscal Year	1	\$	\$	
Value of Endowment Assets at the End of the Fiscal Year	2			
Endowment Yield (dividends, interest, rents, royalties, etc.)	3			\$
Endowment Yield (line 3) Transferred to Endowment Fund	4			
Transfer from the Endowment Fund to the Current Fund (Only for those institutions employing the Total Return Concept and Spending Rule)	5			

PART H - Details of Endowment Assets for Fiscal

In Part H, report the amounts of gross quasi-endowment (funds functioning as endowments by liabilities for Part H. (Part I, funds net of liabilities and, therefore, may be reported for Part H.)

LINE 1. Value of Endowment Assets at the Beginning

Report the book value of endowment in the first column and the market value in the second column. (If market value is available, use whatever value was assigned by market values in the annual financial report.

LINE 2. Value of Endowment Assets at the End of the Year

Report the book value of endowment at the end of the year in the first column and the market value shown on the accounting records of the institution in the second column (1) and the market value of endowment in the third column (2).

LINE 3. Endowment Yield (dividends, interest, etc.)

Yield includes all earnings (not realized gains) on endowment investments regardless of distribution made of the earnings to the institutional funds. Interest, dividends and amortization of premiums should be included. This figure should be the endowment yield figure reported in the audited financial statements.

endowment fund. Excess yield is the endowment income earned or above the amount authorized to be spent under a "spending

LINE 5. Transfer from the Endowment Fund to Current Fund Revenues  
for those institutions employing the total return concept and the  
ing rule). Report amount transferred from the endowment funds to  
fund.

**Part 1 - STATEMENT OF CHANGES IN FUND BALANCES FOR FISCAL YEAR 1987**

	Line No.	Current Funds <sup>2</sup>		Loan Funds	Endowment and Similar Funds	Annuity and Life Income Funds	Plant Funds <sup>3</sup>
		Unrestricted (1)	Restricted (2)				
Additions (Includes Revenues)	1	\$	\$	\$	\$	\$	\$
Deductions (Includes Expenditures)	2						
Total Transfers Into/Out of <sup>1</sup>	3						
Summary							
Net Increase/(Decrease) For Year	4						
Fund Balance at Beginning of Year	5						
Fund Balance at End of Year	6						

<sup>1</sup> Total of row should sum to zero

<sup>2</sup> Include all current funds including those for auxiliary enterprises

<sup>3</sup> Include the value of investment in physical plant

The "Statement of Changes in Fund Balance: institutional flow of funds into, out of, and among groups. Also included in a summary of the net (including beginning and ending balances) for Figure 4 in the Higher Education Finance Manual.

obtained directly from the audited general purpose specifically from the "Statement of Changes in Fund

COLUMN (1). Unrestricted Current Funds. Report Institution's management may use for any purpose. Include unrestricted funds that are designated by governing board for a specific use. Include auxiliary

COLUMN (2). Restricted Current Funds. Report funds given to the Institution for a very specific as well as current operations. Include auxiliaries.

COLUMN (3). Loans Funds. Report those funds which are available for loans to students, and loans made to the institution.

COLUMN (4). Endowment and Similar Funds. Report principal is nonexpendable and that are investments and earnings for institutional use. Include permanent endowment funds.

Column (5). Mandatory and Other Assigned Funds. Report those funds a stipulation that the institution make payments to one or more beneficiaries.

COLUMN (6). Plant Funds. Report all unexpended plant funds, for renewal and replacement, funds for debt service charges and retirement of indebtedness, and the amount of institutional funds invested in physical plant facilities (other than those of endowment and similar funds). Report the plant fund balance, that is, the physical plant less related outstanding debt. Include the investment in physical plant.

PART I (continued) STATEMENT OF CHANGES IN FUND BALANCES FOR FISCAL YEAR 1987.

LINE 1. Additions. Report all monies, including revenues but excluding transfers, added to any fund groups during the fiscal year.

LINE 2. Deductions. Report all funds, including expenditures but excluding transfers, flowing out of any of the fund groups during the fiscal year.

LINE 3. Total Transfers Into/(Out of). Report all mandatory and non-mandatory transfers flowing into or out of any of the fund groups during the fiscal year. Transfers are self-balancing across the columns. For every transfer results in an equal addition (shown as a positive figure in the receiving fund group column) and deduction (shown as a negative figure in parentheses in the donor fund group column); therefore the net result always will be zero.

LINE 4. Net Increase (Decrease) for Year. Report balances from the beginning to the end of the difference between lines 6 and 5. A net increase is reported as a positive figure and a net decrease is reported as a negative figure (in parentheses). This row should sum to zero.

LINE 5. Fund Balance at Beginning of Year. Report the fund balance before any of the flows additions, deductions, or transfers described in the statement for that fund group.

LINE 6. Fund Balance at End of Year. Report the fund balance after all of the additions, deductions, or transfers in the statement.

**Part J - HOSPITAL REVENUES (To be completed by institution)**

Source	Line No	Unrestricted	
		(1)	
Government Appropriations	1	\$	\$
Federal			
State	2		
Local	3		
Sales and Services	4		
All Gifts, Grants and Contracts	5		
Endowment Income	6		
Other Sources	7		
Total (sum of lines 1-7, this total must equal corresponding totals on Part A line 13, columns 1 - 3)	8	\$	

PART J - Hospital Revenues for Fiscal Year 1987

This section requests detail on hospital revenues reported in Part A. If the institution has fiscal control over a major, public service hospital, the revenues for, or generated by, such a hospital should be reported here and included in appropriate source category in Part A (line 1).

COLUMN (1) Unrestricted. Report current funds earned during the reporting period that were available for meeting the expenses of a hospital. Include current funds that were designated (by the president, board of trustees, et al) for hospitals.

COLUMN (2) Restricted. Report current funds restricted (by the board of trustees, et al) for use in meeting current operating expenses. Report restricted revenues to the extent that such funds were expended.

COLUMN (3) Total. Report the sum of columns (1) and (2).

LINE 1. Federal Appropriations. Report amount appropriated by the Federal government for the operation of a hospital.

LINE 2. State Appropriations. Report the amount appropriated by the State government for the operation of a hospital.

LINE 3. Local Appropriations. Report the amount appropriated by local government for the operation of a hospital.

LINE 4. Sales and Services. Report revenues (net of discounts, allowances, and provisions for doubtful accounts) generated by hospitals from daily patient, special, and other services. Revenues of ambulatory clinics that are part of a hospital should be included in this category.

and contracts provided by governmental agencies, private sources (businesses, foundations, individuals), and foreign governments that were for the operation of a hospital.

LINE 6. Endowment Income. Report that portion of endowment income (Part A, line 10) that is for the operation of a hospital.

LINE 7. Other Sources. Report all items of revenues not covered elsewhere.

LINE 8. Total Report Hospital Revenues. This is the sum of lines 1-7. The totals on this line must equal the corresponding totals on Part A, Line 13, Columns 1-3.

**Part K - SCHOLARSHIP AND FELLOWSHIP EXPENDITURES (To be completed by institutions responding on Part B, line 9)**

Source	Line No.	Amount (whole dollars)		
		Unrestricted (1)	Restricted (2)	Total (3)
Federal Government	1	\$	\$	\$
Pell Grants	2			
Other Federal	3			
State Government	4			
Local Government	5			
Private	6			
Institutional	6			
Total Scholarship and Fellowship Expenditures (sum of lines 1-6, this total must equal corresponding totals on Part B, line 9, cols 1-3)	7	\$	\$	\$



PART K - Scholarships and Fellowship Expenditures for Fiscal Year 198

Report all expenditures for scholarships and fellowships from governmental, private, and Institutional sources. These include Pell Grants and SEOGs. SSIGs would normally appear as a State source. Report possible student aid from another State as a State source. Exclude College Work-Study Program expenditures.

Scholarships are defined as grants-in-aid, trainee stipends, tuition and fee waivers, and prizes to undergraduate students. Also Fellowships are defined as grants-in-aid and trainee stipends to graduate students. It does not include funds for which services to the institution must be rendered, such as payments for teaching, or student loans.

COLUMN 1. Unrestricted. Report all expenditures of unrestricted current funds for scholarships and fellowships.

COLUMN 2. Restricted. Report all expenditures of those current funds that were received for the expressed purpose of providing scholarships and fellowships.

LINE 1. Federal Government/Pell Grants. Report the total amount of Pell Grants disbursed by your institution.

LINE 2. Federal Government/Other Federal. Report all expenditures for scholarships and fellowships, excluding Pell Grants, that were received from Federal government agencies. Include Supplemental Educational Opportunity Grants (SEOGs). Exclude College Work-study funds. Student Incentive Grants (SSIGs) would normally appear as a State source.

LINE 3. State Government. Report all expenditures for scholarships and fellowships that were provided by the State.

LINE 4. Local Government. Report all expenditures for scholarships and fellowships that were received from local governments.

LINE 5. Private. Report all expenditures received from private sources (e.g., business, foundations, individuals, foreign governments) that were spent for scholarships and fellowships.

LINE 6. Institutional. Report all expenditures for scholarships and fellowships that were generated by the Institution. Examples include tuition and fees revenues, endowment income, sales and services of educational activities, and other sources. Exclude funds received from governmental or private sources (line 1 through 5, above).

LINE 7. Total Scholarship and Fellowships Expenditures. Report total scholarships and fellowships expenditures. This is the sum of lines 1-6. The totals on this line must equal the corresponding totals on Part B Line 9, Column 1-3.

FINANCE - REVENUES AND EXPENDITURES  
(FORM F1)

Questions and Answers

Part A - Current Funds Revenues by Source for Fiscal Year 1987

Q What is a current fund revenue?

A Current funds revenues include all unrestricted gifts and other unrestricted revenues earned during the fiscal year and restricted revenues from current funds to the extent that they were spent to meet current operating expenses. By current operating expenses we mean operating expenses such as payroll, utilities, materials, supplies, and minor short-term equipment. Exclude funds received for plant, buildings, plants and loans.

Q Columns (1) and (2) ask for unrestricted and restricted current funds. How will I know whether the revenues my school receives are unrestricted or restricted?

A The source of the funds (i.e., the donor) is the one who puts "restrictions" on funds. The restrictions, if any, will be clearly written, as in a contract or a grant. The restrictions tell the institution (the recipient) how the donor (the source of the money) wants that money spent. Examples include scholarship and research contracts. Examples of unrestricted revenues include tuition and fees collections, income from sales and services, private gifts, and some endowment income. Please note that revenues ear-marked for a specific purpose by your president or board of directors are designated funds not restricted funds, and should be reported as unrestricted current funds.

only the finances for the period that coincides with the Federal Fiscal Year?

A No. Give us data for your fiscal year whether it is the traditional July 1 to June 30th college fiscal year, the Federal fiscal year, the calendar year, or whatever. We want data for that fiscal year that ended sometime in 1987. Please note at the top of Part A, the period of coverage for your fiscal year.

Q Where do we report money received for the purchase of land, buildings or major equipment?

A Report in Part F any additional purchases of land, buildings, and equipment. Do not report funds for plant in Part A.

Q Does Line 1, tuition and fees, include Pell Grant money?

A Line 1 should include all tuition collections regardless of source plus waivers and remissions.

Q Do we also report Pell Grants on Line 6, Federal grants and contracts?

A Yes, but only to the extent expended.

Q Our university operates a large, public service hospital. The State gives us an annual appropriation for it. Do we show that on Line 13, hospitals?

A No. Report all State appropriations on Line 4. Line 13 is for patient fees.

#### Part B - Current Funds Expenditures and Transfers for Fiscal Year 1987

Q This Part B collects expenditures by function. Where do we put certain objects of expenditures such as payroll costs?

A Report salaries for staff according to the most appropriate function. For example, teaching faculties' salaries go on line 1, instruction. If a faculty member is engaged primarily research even though (s)he may teach, report his(her) salary line 2 research.

Q Unlike the HEGIS finance questionnaire, the IPEDS finance form asks for mandatory and nonmandatory transfers. What's the difference?

A Mandatory transfers are those funds that your institution must transfer from current funds to another fund group in order to satisfy binding legal obligations that the institution has with an organization external to the institution. An example is the institution's matching funds for NDSL. Nonmandatory transfers are those movements of funds that your institution (president, governing board, business officer) decides to make (as opposed to required to make)

Q Should we report loans on line 9, scholarships and fellowships?

A No. Neither loans nor work-study expenditures.

Q Where do we report student loans?

A Loans should be reported in Part I (eye), column (3). Money received by your school for loans to students or staff are reported as additions. Money distributed as loans are reported as deductions.

Q Should I report staff benefits/fringe benefits as institutional support?

death, retirement and other compensation should be reported with the salaries for those staff. That is, benefits should be in the appropriate functional category. However, if you report all benefits in institutional support, please indicate this in the "Employee Benefits" Section of Part C.

#### C - Clarifying Questions Regarding Total E&G Expenditures and ues

We're a public institution in State X. Are we to check "yes" on the first question?

If you're listed in the Education Directory with indentation underneath a listing for a central administration or system's office, then your institution is part of a system.

#### D - Library Expenditures for Acquisitions

By "acquisitions", do you include things like a new library building?

No. Exclude land, buildings, and major equipment.

#### E - Utility Expenditures

Do you want the utility component of B8, operation and maintenance of plant?

No. Include utilities paid for the entire institution except the major, public service hospital.

#### F - Physical Plant Assets for Fiscal Year 1987

Where do we show depreciation?

A Most colleges and universities are nonprofit and hence don't depreciate their plant. However, if your institution does depreciate, show it in column (3), deductions during the year

#### Part G - Indebtedness on Physical Plant for Fiscal Year 1987

Q Do you want short-term as well as long-term debt reported in Part G.

A We want you to report any borrowing your institution has incurred to replace or renovate your campus facilities.

#### Part H - Details of Endowment Assets for Fiscal Year 1987

Q Are "endowment assets" only stocks and bonds?

A Not necessarily. Please report money invested in stocks, bonds, real estate, pork futures, or even race horses, if the purpose of the purchase of same was to create income and/or accumulate wealth (i.e., appreciation).

#### Part I - State of Changes in Fund Balances for Fiscal Year 1987

Q Our college's annuity and life income funds are combined in our auditor's report with endowment funds. How do we split them out?

A If your A and LI Funds are small, it is permissible to combine them with Endowment Funds.

Q I'm with a community college which, by State law must revert cash back to the State at the end of the fiscal year. What do we show for ending balances?

A If that is the case for your institution, you should probably report zero. The one exception would be plant funds where the ne

book value of your campus (land, buildings, and equipment) should be reported.

Q Why should line 3 "sum to zero"?

Because transfers of money among fund groups do not leave the institution. The amount leaving one fund group (shown with brackets or a minus sign) is received by another fund group (a positive amount). Each transfer balances or so does the sum of multiple transfers.

#### Part J - Hospital Revenues

Q Do you want clinics or infirmaries' finances reported?

A Yes, if they are an inseparable (fiscally) part of a major, public service hospital.

Q Our State gives us large sums of money to reimburse us for the care of indigent patients. This money is not for education purposes. Should we exclude it?

A No.

#### Part K - Scholarships and Fellowships Expenditures

Q We set aside a certain percent of tuition and fees collections for scholarships. Where do we report those funds?

A This is an example of institutionally - generated revenues and should be reported on line 6.



## FINANCE

(Form F2)

### A. PURPOSE

Finance data are needed for reporting and projecting the revenues and expenditures in a national activity representing a significant component of the GNP. Knowledge of postsecondary education expenditures has been limited in scope to "higher education" institutions. IPEDS expands that scope to include all primary providers of postsecondary education. To enhance the comparability and utility of the finance data, IPEDS has made several improvements in financial reporting: (1) IPEDS is requesting information on expenditures by object (salaries, employee benefits, library acquisitions and utilities); (2) IPEDS is adding a series of clarifying questions to determine what is included/excluded from reported current fund expenditures; and (3) IPEDS has added a section on expenditures for student scholarships and fellowships from Federal, State, local and institutional sources.

### B. USES OF DATA

The National Institute of Education uses data from Parts A and B to calculate the Higher Education Price Index (HEPI). This index is a measure of inflation in higher education and is a valuable tool for measuring real change over time in revenues and expenditures.

Among associations, the American Council on Education (ACE), the Association of Institutional Researchers, the Brookings Institution, and the Carnegie Council on Higher Education are frequent users of Finance data. Researchers from these and other organizations use these data to

National Center for Higher Education Management Systems in Boulder, Colorado tested indicators of financial condition using CS finance data exclusively. They found that their indicators could identify those institutions in either "good" or "poor" financial condition.

CS has been leading joint ventures with ACE, the National Association of College and University Business Officers (NACUBO), and the American Institutes for Research to develop financial and other quantifiable indicators of financial condition. The indicators, developed from data collected by the financial statistics and enrollments, have been used to identify gradations of financial condition and to relate these determinations of condition to Federal higher education policy. With improved data, these types of studies have a greater chance of successful and useful outcomes.

In September 1980, ACE, NACUBO, and CS hosted the Fourth Annual Working Conference on Financial Indicators. During this meeting, several researchers reported progress in this important area and CS was encouraged to improve and expand its collection of finance to aid research and development efforts.

### Confidentiality

CS will assure that confidentiality of data collected from individual institutions. No data will be provided on an individual institution, but only on an aggregated basis.

C. PERIODICITY

Beginning with the IPEDS 1987 collection this survey will be collected annually. Report finances for the fiscal year that ended in 1987. Please indicate the start and end dates of the fiscal year followed by your institution. The due date is November 15th.

D. COVERAGE

This form is to be completed by private-for-profit schools that offer at least a two-year award but less than a baccalaureate.

PART A - Current Funds Revenues by Source for Fiscal Year 1987

Numbers in parentheses at the end of paragraphs refer to pages in College and University Business Administration, National Association of College and University Business Officers.

Types of Revenues. Current funds revenues include all unrestricted gifts and other unrestricted revenues earned during the fiscal year and restricted current funds to the extent that such funds were expended for current operating purposes. (396-397)

COLUMN (1). Unrestricted Revenues. Report all unrestricted revenues earned during the current fiscal year from each of the listed sources.

COLUMN (2). Restricted Revenues. Report restricted current funds that were expended from current operating purposes during the current fiscal year from each of the listed sources. (396).

COLUMN (3). Total Revenues. The total is the sum of the unrestricted and restricted revenues (column 1 and column 2).

Part A - CURRENT FUNDS REVENUES<sup>1</sup> BY SOURCE FOR FISCAL YEAR 1987

Source of Funds	Line No	Amount (whole dollars)		
		Unrestricted (1)	Restricted (2)	Total (3)
Tuition and Fees	1	\$	\$	\$
Government Appropriations, Grants and Contracts				
Federal	2			
State and Local	3			
Sales and Services of Educational Activities	4			
Other Sources	5			
Total Current Funds Revenues (sum of lines 1 through 5)	6	\$	\$	\$

<sup>1</sup> Revenues available for meeting current operating expenditures

## Source of Funds

LINE 1. Tuition and Fees. Report all revenues derived from tuition and fees assessed against students for current operating purposes. Include tuition and fee remissions or exemptions even though there is no intention of collecting from the student. Include here those tuitions and fees which are remitted to the State as an offset to the State appropriation. (Charges for room, board, and other services rendered by auxiliary enterprises are not reported here. See line 4.) (397-398)

LINES 2 and 3. Government Appropriations, Grants, and Contracts. Report all revenues received from or made available to the institution through acts of a legislative body (line 2 Federal and line 3 State and local). These funds are for meeting current operating expenses or for specific research projects or other types of programs. Examples are research projects, training programs, and similar activities for which amounts are received or expenditures are reimbursable under the terms of a government grant or contract. Amounts equal to direct costs incurred should be recorded as charges against current restricted funds and reported as restricted current funds revenues (column 2). Related indirect costs recovered should be reported as unrestricted revenues (column 1). Include Pell Grants (formerly BEOGs). In addition to reporting it here, also report details on restricted student assistance in Part E. (398-399)

LINE 4. Sales of Products and Services Ancillary to Instructional Activities. Report all revenues derived from the sales of goods and services that are incidental to the conduct of instruction, research or public services. Examples include machine shop products, data processing

services provided by students as part of their instruction, cosmetology services, sales of handcrafts prepared in classes. Also, report here all revenues generated by or collected from auxiliary enterprise operations of the institution. Auxiliary enterprises are managed as essentially self-supporting activities. Examples are food services, student health services, and retail stores. (400-401)

LINE 5. Other Sources. Report all revenues not covered elsewhere.

Examples are interest income and gains (net of losses) from investments of unrestricted current funds. Include revenues resulting from the sales and services of internal service departments to persons or agencies external to the institution (e.g., the sale of computer time). (401)

LINE 6. Total Current Funds Revenues. Report here the sum of lines 1 through 5, inclusive.

PART B - Current Funds Expenditures for Fiscal Year 1987.

Type of Expenditures. Report both unrestricted and restricted current funds expenditures in each of the functions listed. (402-404)

Column 1. Unrestricted Expenditures. Report unrestricted current funds expenditures in column 1. These are the expenditures of unrestricted current funds revenues.

Column 2. Restricted Expenditures. Report restricted current funds expenditures in column 2. These are the expenditures of restricted current funds revenues.

Column 4. Salaries and Wages Without Employee Benefits. Report the amount of total expenditures for salaries and wages of all personnel, full and part-time paid through each functional account. Do not include any expenditures for employee benefits as part of salary expenditures. Expenditures for employees benefits are to be reported on line 5.

**Part B - CURRENT FUNDS EXPENDITURES FOR FISCAL YEAR 1987**

Function of Expenditures	Line No	Amount (whole dollars)			Amount for Salaries and Wages Without Employee Benefits (Included in column 2)
		Unrestricted	Restricted	Total	
		(1)	(2)	(3)	
Educational and General					
Instruction	1	\$	\$	\$	
Scholarships and Fellowships	2				
Other E & G Expenditures	3				\$
Auxiliary Enterprises	4				
Total Current Funds Expenditures (sum of lines 1-4)	5	\$	\$	\$	
Total Employee Benefits (for salaries included on lines 1 and 3)	6			\$	

FUNCTION OF EXPENDITURES

LINE 1. Instruction. Report all the expenditures of the departments and other instructional divisions of the institution and expenditures for public service that are not separately budgeted should be included in this classification. Include expenditures for both credit and noncredit activities. Exclude expenditures for academic administration where the primary function is administration (e.g., academic deans). This category includes: general academic instruction; occupation and vocational instruction; special session instruction, community education; preparatory and

adult basic education; and remedial and tutorial instruction conducted by the teaching faculty for the institution's students. (404-406)

LINE 2. Scholarships and Fellowships. Report all expenditures given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or non-credit. Aid to students in the form of tuition or fee remissions should be included. (Exclude those remissions that are granted because of faculty or staff status. Charge these to staff benefits. Include Pell Grants in column 2. (413-414)

LINE 3. Other E & G Expenditures. Report all other expenditures made by the institution for activities related to the operation of the institution. These would include expenditures to:

- (a) Provide non-instructional services beneficial to groups external to the institution. Include expenditures for community services and cooperative extension services. (407-408)
- (b) Support the institutions' instruction mission through academic administration, personal development, and course and curriculum development. (408-409)
- (c) Provide services to students outside the context of formal instruction, through such means as career guidance, counselling, financial aid administration and student health services. Include the administration allowance for Pell Grants. (409-410)



- (d) Support the day-to-day operations of the institution, including general administrative services, planning, legal and fiscal operations. (410-411)
- (e) Support the operation and maintenance of the physical facilities of the institution. (411-412)
- (f) Provide financial aid to students enrolled in formal coursework including aid to students in the form of tuition or fee remissions. Pell Grants would be included in column (2) of this line. (413-414)

LINE 4. Auxiliary Enterprises. Report all expenditures that are essentially self-supporting operations which exist to furnish a service to students, faculty, or staff, and which charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are food services or retail stores. (413-414)

LINE 5. Total Current Funds Expenditures. Report the sum of lines 1, 2, 3, and 4.

LINE 6. Total Employee Benefits. Reports the total fringe benefits paid for salaries reported in lines 1 and 3. If no fringe benefits are paid through institutional accounts, report a zero. If only some fringe benefits are paid through institutional accounts or if only some personnel whose salaries were reported on lines 1 and 3 receive fringe benefits, report that proportion of employee benefits actually paid by the institution.

cal/dental plans, guaranteed disability income protection, tuition plans, housing plans, unemployment compensation, group life insurance, workmen's compensation, and other benefits in kind with cash options. It includes vacation and sick leave only to the extent expended.

**Part C - UTILITY EXPENDITURES FOR FISCAL YEAR 1987**

Expenditure	Line No	Amount (whole dollars)
Total Expenditures for Utilities	1	\$

**PART C - Utility Expenditures for Fiscal Year 1987**

**LINE 1. Total Expenditures for Utilities.** Report all expenditures for utilities in the operation and maintenance of plant, auxiliary enterprises, and independent operations. Include expenditures for electricity, gas, fuel oil, coal, water, sewage, etc. used to provide heat, air conditioning, water, and sewage to institutional facilities. Please do not include telephone charges. If power is generated by the institution's own power plant, include the operating cost here. (412)

**Part D - LIBRARY EXPENDITURES FOR ACQUISITIONS FOR FISCAL YEAR 1987**

Expenditure	Line No	Amount (whole dollars)
Total Expenditures for Library Acquisitions	1	\$

**PART D - Library Expenditures for Acquisitions for Fiscal Year 1987.**

If this institution does not have library expenditures enter 0 on line 1.

acquisitions.

Library acquisitions include all print materials, microfilm, microfilm audio-visual materials such as records and films, computer software, not include expenditures for hardware of any kind. For example, include expenditures for computer terminal, microfiche readers, cassette players, and projectors.

**Part E - SCHOLARSHIP AND FELLOWSHIP EXPENDITURES (To be completed by Institutions responding on Part B, line 2)**

Source	Line No	Amount (whole dollars)		
		Unrestricted (1)	Restricted (2)	Total (3)
Federal Government Pell Grants	1	\$	\$	\$
Other Federal	2			
State Government	3			
Local Government	4			
Private	5			
Institutional	6			
Total Scholarship and Fellowship Expenditures (sum of lines 1-6; this total must equal corresponding totals on Part B, line 2, cols 1-3)	7	\$	\$	\$

**PART E - Scholarships and Fellowship Expenditures for Fiscal Year**

Report all expenditures for scholarships and fellowships from governmental, private, and institutional sources. These include Pell Grants and SEOGs. SSIGs would normally appear as a State source. Reportable student aid from another State as a State source. Exclude Work Study Program expenditures.

Scholarships are defined as grants-in-aid, trainee stipends, and fee waivers, and prizes to undergraduate students. Also Fel

It does not include funds for which services to the Institution must be rendered, such as payment for teaching, or student loans.

COLUMN 1. Unrestricted. Report all expenditures of unrestricted current funds for scholarships and fellowships.

COLUMN 2. Restricted. Report all expenditures of those current funds that were received for the expressed purpose of providing scholarships and fellowships.

COLUMN 3. Total. Report total current funds expenditures by source for scholarships and fellowships. This is the sum of columns 1 and 2.

LINE 1. Federal Government/Pell Grants. Report the amount of Pell Grants disbursed by your Institution.

LINE 2. Federal Government/Other Federal. Report all expenditures for scholarships and fellowships, excluding Pell Grants, that were received from Federal government agencies. Include Supplemental Educational Opportunity Grants (SEOGs). Exclude College Work-Study funds. State Student Incentive Grants (SSIGs) would normally appear as a State source.

LINE 3. State Government. Report all expenditures for scholarships and fellowships that were provided by the State.

LINE 4. Local Government. Report all expenditures for scholarships and fellowships that were provided from local governments.

LINE 5. Private. Report all expenditures received from private sources (e.g., business, foundations, individuals, foreign governments) that were spent for scholarships and fellowships.

LINE 6. Institutional. Report all expenditures for scholarships and fellowships that were generated by the institution. Examples include tuition and fees revenues, endowment income, sales and service of educational activities, and other sources. Exclude funds received from governmental or private sources (lines 1 through 5, above). The totals on this line must equal the corresponding totals on Part B, Line 2 Columns 1-

LINE 7. Total Scholarship and Fellowships Expenditures. Report total scholarships and fellowships expenditures. This is the sum of lines 1-

### DEFINITIONS

UNRESTRICTED CURRENT FUNDS. All funds received for which no stipulation was made by the donor or other external agency as to the purpose for which they should be expended. (394)

RESTRICTED CURRENT FUNDS. Those funds available for financing operations but which are limited by donors and other external agencies to specific purposes, programs, departments, or schools. Externally imposed restrictions are to be contrasted with internal designations imposed by the governing board on unrestricted funds. (394-395)

CURRENT FUNDS REVENUES. This includes (1) all unrestricted gifts, grants and other resources earned during the reporting period and (2) restricted

resources to the extent that such funds were expended. Current fund revenues do not include restricted current funds received but not expended because these revenues have not been earned. (396)

CURRENT FUNDS EXPENDITURES AND TRANSFERS. The costs incurred for goods and services used in the conduct of the institution's operations. They include the acquisition cost of capital assets, such as equipment and library books, to the extent current funds are budgeted for and used by operating department for such purposes. (402)

EMPLOYEE BENEFITS. Employee Benefits include retirement plans, social security taxes, medical/dental plans, guaranteed disability income protection, tuition plans, housing plans, unemployment compensation, group life insurance, workmen's compensation, and other benefits in kind with cash options. It includes vacation and sick leave to the extent expended.

Questions And Answers

Part A. Current Funds Revenues by Source for Fiscal Year 1987

Q What is a current fund revenue?

A Current funds revenue include all unrestricted gifts and other restricted revenues earned during the fiscal year and restricted current funds to the extent that they were spent to meet operating expenses. By current operating expenses, we mean expenses such as payroll, utilities, materials, supplies, and short-term equipment. Exclude funds received for physical plant loans, or other capital purposes.

Q Columns (1) and (2) ask for unrestricted and restricted current funds. How will I know whether the revenues my school receive are unrestricted or restricted?

A The source of the funds (i.e., the donor) is the one who puts "restrictions" on funds. The restrictions, if any, will be written, as in a contract or a grant. The restrictions specify to the Institution (the recipient) how the donor (the source of the funds) wants that money spent. Examples include scholarships and contracts. Examples of unrestricted revenues include tuition fee collections, income from sales and services, some gifts, and some endowment income. Please note that revenues marked for a specific purpose by your president or board of trustees are designated funds, not restricted funds.

...fiscal year at my school ends December 31st. Should I report

only the finances for the period that coincides with the Federal fiscal year?

No. Give us data for your fiscal year, whether it is the traditional July 1 to June 30th college fiscal year, the Federal fiscal year, the calendar year, or whatever. We want data for that fiscal year that ended sometime in 1987. Please note at the top of part A the period of coverage for your fiscal year.

Does line 1, tuition and fees, include Pell Grant money?

Line 1 should include all tuition collections regardless of source, plus waivers and remissions.

Do we also report Pell Grants, Federal appropriations, grants and contracts on line 2?

Yes, but only to the extent expended.

#### C. Current Funds Expenditures for Fiscal Year 1987

Our books tend to be set up to show expenditures for things like payroll, utilities, and supplies. How do these correspond to your functional categories?

Report the salaries and fringe benefits of your institution's staff in the functional category that corresponds to their primary job function. For example, report the salaries of your instructors on line 1, instruction. Report the salaries of your officers (president, treasurer, registrar) and their support staffs on line 3, other expenditures. Report the utility costs for all but your auxiliary enterprises on line 3, also. Expenditures for materials and supplies used in instruction should go to line 1; those for auxiliary enterprises, on line 4; all others go to line 3.



Part C. Utility Expenditures for Fiscal Year 1987

Q Do utility expenditures include the purchase of HVAC units?

A No.

Part D. Library Expenditures for Acquisitions for Fiscal Year 1987

Q Should we include the purchase of books and the librarian's salary?

A Books, yes. Salaries, no.

Part E. Scholarship and Fellowship Expenditures for Fiscal Year 1987

Q Do you want merit-based scholarships here?

A Include all scholarships, including need-based. Exclude loans and college work-study programs.

# SALARIES OF FULL-TIME INSTRUCTIONAL FACULTY

(Form SA)

## PURPOSE

The purpose of this survey is to collect the numbers, salaries, and benefits of full-time instructional faculty at postsecondary institutions. The survey produces data on salaries, tenure, and fringe benefits at the institution, state, regional, and national levels. Specific uses of the data follow.

## USES OF DATA

These data are used by:

The Department of Education's Assistance Management and Procurement Service (AMPS) which makes "frequent use of the salary survey data collected by CS", to save "the Department millions of dollars during the contract negotiation process".

The Office of Tax Analysis, Department of Treasury, in reviewing fringe benefits packages where tax considerations are ongoing.

The Bureau of Labor Statistics (BLS), Department of Labor, in developing its Occupational Outlook Handbook.

Units of the Department of Education, such as the National Institute of Education and the Office of Planning, Budget and Evaluation and Dissemination, in developing financial indicators relating to higher education.

The House Labor and Human Resources Committee

Civil Rights, and the Bureau of the Census

State agencies rely on staff, salary, tenure, and fringe benefit data to determine budgets for the State-supported institutions and to make comparative studies with other states.

Professional and educational associations use salary and tenure data to evaluate the mobility of faculty, the differences in salaries between men and women, and the status of the profession.

Institutions use salary and fringe benefits data to establish their own compensation packages. Institution officials study the compensation packages (salaries plus fringe benefits) offered by their peers and/or competitors prior to developing their salary and fringe benefits schedule.

#### C. PERIODICITY

Beginning in 1987, IPEDS will collect salary data on a biennial basis. The due date is November 15th.

#### D. COVERAGE

##### PERIOD OF REPORT

This report requests data on full-time instructional faculty employees (including those under contract but not yet in the payroll system) by the institution as of October 1, 1987.

##### Faculty Included In This Report

1. Members of the Instruction/Research staff who are employed full-time (as defined by the institution) and whose major regular assignment is instruction, including those with released time for research.
2. Instructional faculty on sabbatical leave at their regular salaries even though the faculty member may be receiving a reduced annuity.

pay.

4. Chairmen of departments (if they have no other administrative title and hold a faculty rank) at their contracted faculty salary.

#### Faculty Not Included in this Report

Do not report the numbers, salaries, or fringe benefits for any of the groups of employees listed below:

1. Replacements for those on sabbatical leave.
2. Instructional faculty on leave without pay.
3. Instructional faculty for preclinical and clinical medicine.

If this statement applies to all instructional faculty at your institution, please mark the appropriate exclusion category at the top of page 1.

(NOTE: Instructional faculty in all other health fields, such as dentistry, veterinary medicine, nursing, dental hygiene, etc., should be reported.)

4. Instructional faculty who are employed on a part-time basis.

If this statement applies to all instructional faculty at your institution, please mark the appropriate exclusion category at the top of page 1.

5. Instructional faculty (such as members of religious orders) whose services are valued by bookkeeping entries rather than by full cash transactions. If this statement applies to all instructional faculty at your institution, please mark the appropriate exclusion category at the top of page 1.

Instructional faculty at your institution, please mark appropriate exclusion category at the top of page 1.

6. Instructional faculty who, as members of military organizations, are paid on a different salary scale from civilian employees. If this statement applies to all instructional faculty at your institution, please mark the appropriate exclusion category at the top of page 1.
7. Administrative officers with titles such as Dean of Instruction, Academic Dean, Dean of Faculty, Dean of Students, Librarian, Registrar, Coach, etc., even though they may devote part of their time to classroom instruction.
8. Undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching associate, teaching fellow, etc.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

PART A - Salaries and Tenure of Full-Time Instructional Faculty, Academic Year 1987-88

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Faculty should be reported as having 9/10-month, 11/12-month, or less than 9/10-month salaries on the basis of the contracted (teaching) period, not on the basis of the number of installments in which salaries are paid. Additional stipends for administrative, managerial, or other responsibilities should not be included in the salary calculation.

	(1)	(2)	(3)	(4)	(5)
FACULTY ON 9/10-MONTH SALARY CONTRACTS MEN					
1. PROFESSORS	1				\$
2. ASSOCIATE PROFESSORS	2				
3. ASSISTANT PROFESSORS	3				
4. INSTRUCTORS	4				
5. LECTURERS	5				
6. NO ACADEMIC RANK*	6				
TOTAL MEN (LINES 1-6)	7				\$
WOMEN					
1. PROFESSORS	8				\$
2. ASSOCIATE PROFESSORS	9				
3. ASSISTANT PROFESSORS	10				
4. INSTRUCTORS	11				
5. LECTURERS	12				
6. NO ACADEMIC RANK*	13				
TOTAL WOMEN (LINES 8-13)	14				\$
TOTAL FACULTY ON 9/10-MONTH SALARY CONTRACTS (LINES 7+14)	15				\$
FACULTY ON 11/12-MONTH SALARY CONTRACTS MEN					
1. PROFESSORS	16				\$
2. ASSOCIATE PROFESSORS	17				
3. ASSISTANT PROFESSORS	18				
4. INSTRUCTORS	19				
5. LECTURERS	20				
6. NO ACADEMIC RANK*	21				
TOTAL MEN (LINES 16-21)	22				\$
WOMEN					
1. PROFESSORS	23				\$
2. ASSOCIATE PROFESSORS	24				
3. ASSISTANT PROFESSORS	25				
4. INSTRUCTORS	26				
5. LECTURERS	27				
6. NO ACADEMIC RANK*	28				
TOTAL WOMEN (LINES 23-28)	29				\$
TOTAL FACULTY ON 11/12-MONTH SALARY CONTRACTS (LINES 22+29)	30				\$
FACULTY ON LESS THAN 9-MONTH SALARY CONTRACTS TOTAL MEN AND WOMEN	31				\$

- o PART A, SECTION I: Faculty on 9/10-Month Salary Contracts. The term, 9/10-month salary contract, applies to faculty who teach for two semesters, three quarters, two trimesters, two four-month sessions, or the equivalent.

In reporting faculty by academic rank, use the institutional designations. Institutions without standard academic ranks with designations different from those listed should report instructional faculty in the category, "No Academic Rank." When reporting tenure status use the institution's criteria or requirements for tenure.

COLUMN (1). Faculty with Tenure. For each line report the number of full-time instructional faculty with tenure.

COLUMN (2). Non-tenured Faculty on Tenure Track. For each line report the number of full-time instructional faculty who are non-tenured, but are in positions which lead to consideration for tenure.

COLUMN (3). Non-tenured Faculty Not on Tenure Track. For each line report the number of full-time instructional faculty who are non-tenured and are not in positions which lead to consideration for tenure.

COLUMN (4). Total Number of Faculty. For each line report the sum of columns (1), (2), and (3).

COLUMN (5). Total Salary Outlay. For each line report the nearest whole dollar the total salary outlay for those reported in column (4).

- o PART A, SECTION 11: Faculty on 11/12-Month Salary Contract. term, 11/12-month salary contract, applies to faculty e

for the entire year. These faculty members are usually employed for 11 months of teaching.

In Part A, Section 11, report the data for full-time instructional faculty on 11/12-month salary contracts. Follow directions for Part A, Section 1 for reporting data in columns (1) through (5).

o PART A, SECTION 111: Faculty on Less Than 9/10-Month Salary Contracts. In Part A, Section 111, report data for full-time instructional faculty on less than 9/10-month salary contracts, all ranks combined, total men and women. Follow directions for Part A, Section 1 for reporting data in columns (1) through (5).

B - Fringe Benefits of Full-Time Instructional Faculty on 9/10- and 11/12-Month Salary Contracts, Academic Year 1987-88

Report the projected fringe-benefit expenditures which will be paid by the institution, State or local government to full-time instructional faculty during the academic year. Fringe benefits should be reported for those salaried instructional faculty reported in Part A of this report, excluding those on less than 9/10-month salary contracts (Part A, Section 111).

The fringe-benefits expenditures for faculty on 9/10-month contracts should be reported in column (1). Similar expenditures for full faculty on 11/12-month contracts should be reported in column (3) and the number covered in



supplementary or deferred compensation other than salary. The employee's contribution should be excluded when determining the dollar value of fringe benefits. Expenditures should be reported to the nearest whole dollar. When an expenditure is reported for a fringe benefit, the number of persons receiving the benefit should also be reported.

**PART B - FRINGE BENEFITS OF FULL-TIME INSTRUCTIONAL FACULTY  
ON 9/10-MONTH AND 11/12-MONTH SALARY CONTRACTS, ACADEMIC YEAR 1987-88**

FRINGE BENEFITS	LINE NO	FACULTY WITH 9/10-MONTH CONTRACTS		FACULTY WITH 11/12-MONTH CONTRACTS	
		EXPENDITURE (IN WHOLE DOLLARS) ( 1 )	NUMBER COVERED ( 2 )	EXPENDITURE (IN WHOLE DOLLARS) ( 3 )	NUMBER COVERED ( 4 )
RETIREMENT PLANS (OTHER THAN SOCIAL SECURITY)					
VESTED WITHIN 5 YEARS	1	\$		\$	
VESTED AFTER 5 YEARS	2				
MEDICAL/DENTAL PLANS	3				
GUARANTEED DISABILITY INCOME PROTECTION	4				
TUTORIAL PLAN					
RESTRICTED <input type="checkbox"/> YES <input type="checkbox"/> NO	5				
HOUSING PLAN					
RESTRICTED <input type="checkbox"/> YES <input type="checkbox"/> NO	6				
SOCIAL SECURITY TAXES	7				
UNEMPLOYMENT COMPENSATION TAXES	8				
GROUP LIFE INSURANCE	9				
WORKMAN'S COMPENSATION TAXES	10				
OTHER BENEFITS IN KIND WITH CASH OPTIONS	11				
TOTAL	12	\$		\$	

LINES 1 and 2. Retirement Plans (other than Social Security). Report contributions by the Institution, State and local government toward retirement on lines 1 and 2 according to the vesting provisions of the Institution's retirement plan. A vested retirement plan is defined as one in which the full amount of the contribution by the Institution, State and local government, with accumulations thereon, will be made available as a benefit in case of death while in service and with no forfeiture in case of resignation or dismissal from the Institution.

On line 1, report contributions toward retirement if they become vested in the faculty member not later than the end of the 5th year of full-time service at the institution and are not lost to the member if the member leaves the institution or moves to another state. If the institution's retirement vesting provision meets the 5-year criterion, report all contributions to the retirement plan on line 1 even though some faculty members may have been employed less than 5 years.

On line 2, report expenditures for retirement plans in which the employer's contribution becomes vested in the faculty member after 5 years or only upon retirement.

LINE 3. Medical/Dental Plans. Report contributions to insurance plans which provide for hospital, medical, surgical, or dental care.

LINE 4. Guaranteed Disability Income Protection. Report expenditures, through insurance or otherwise, for long-term disability income payment (defined as salary in excess of 6 months) and not covered in other retirement or insurance plans listed on this form. These payments are not to consist of the accumulation of unused sick-leave benefits.

LINE 5. Tuition Plan. Report cash payments and the dollar value of tuition waivers and exchanges for dependents of faculty members to attend another institution or this institution. If the benefit applies to all children of all faculty members, please check "No" on line 5. If the benefit does not apply, please check "Yes" on line 5. The number of faculty members for whom the benefit should be the number of faculty members.

rather than the number of faculty members covered by the benefits. If the number of faculty dependents who will receive this benefit in the academic year covered by this report is unknown when this report is being prepared, apply the current rate for the benefit to the number receiving tuition in the previous academic year to derive an estimate.

LINE 6. Housing Plan. Report the expenditures in the form of cash payments or subsidies to faculty members for off-campus or institution-owned housing. If faculty members have the option of choosing off-campus housing, please check "No" on Line 6. If the housing plan only applies to institution-owned housing, please check "Yes" on Line 6. If the number of faculty members who will receive the housing benefit in the academic year covered by this report is unknown when this report is being prepared, apply the current rate for this benefit to the number receiving the housing benefit in the previous academic year to derive an estimate.

LINE 7. Social Security Taxes. If covered by Social Security, report the F.I.C.A. taxes calculated at the rate effective January 1, 1987.

LINE 8. Unemployment Compensation Taxes. Report the taxes (not benefits) to be paid under this law. If the institution is self-insured, report the estimated amount which would otherwise be paid to the State.

LINE 9. Group Life Insurance. Report expenditures by the institution to support the group life insurance program.

LINE 10. Workman's Compensation Taxes. Report the taxes (not benefits) to be paid under this law. If the institution is self-insured, report the estimated amount which would otherwise be paid to the State.

LINE 11. Other Benefits in Kind with Cash Options. Report personal benefits in kind only if the faculty member has, without the imposition of conditions, the option of taking a cash payment if the person prefers to use the money in some other way. Since the objective is the measurement of income available for personal consumption, as distinct from professional purposes, benefits of a professional nature (such as convention travel, membership fees, grading assistance, faculty clubs, etc) should not be included.

LINE 12. Total. Report the sum of the figures reported in each of the "Expenditures" columns (1 and 3).

F. EDIT CHECK

The total "Number Covered" is an unduplicated count of persons participating in one or more benefit plans (excluding those on line 5) not the sum of all figures reported in each of the "Number Covered" columns. Please verify that the number covered on each line of Part I (with the exception of line 5) does not exceed the sum of the totals reported on lines 15 and 30 (column 4) in Part A.

DEFINITIONS

INSTRUCTIONAL STAFF. Instruction/Research staff who are employed full time as defined by the institution and whose major regular assignment is instruction, including those with rele

TENURE. Status of a personnel position, or a person occupying a position or occupation, with respect to permanence of position.

TENURE TRACK. Positions that lead to consideration for tenure.

Part A - Salaries and Tenure of Full-Time Instructional Faculty, Academic  
Year 1987-88

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Q I noticed that you've added two new columns for information on non-tenured faculty. How are you defining tenure?

A We ask that you report numbers of faculty by tenure status according to your institution's definition of tenure. We provide a definition of tenure and of tenure track on page 11 of the survey form.

Q Is this report for all our faculty?

A No. We want the numbers and salaries of full-time instructional faculty on 9/10, 11/12, and less than 9/10-month salary contracts. We list the faculty to be excluded for purposes of this survey on pages 3-4 of the survey form.

Q If our institution is in collective bargaining with our teaching faculty at the time this report is due, do you want us to report them at last year's salaries?

A No. We want faculty reported at their contracted salaries for academic year 1987-88. If these salaries are not known, contact CS and/or your State coordinator to tell them when you think you will be able to respond (i.e., when the salaries will be determined).

Q Some of our faculty receive a stipend for handling administrative duties in addition to their contracted teacher's salary. Should we include this stipend?

A No. Report only that portion of their salaries determined by their contracted teaching responsibilities.

Q We have faculty who teach for 9 months but who are paid over months. Should we report them in Section I or II?

A Section I, faculty on 9/10 month contracts.

Part B - Fringe Benefits for Full-Time Instructional Faculty on Month and 11/12 Month Salary Contracts, 1987-88, Men and Women

Q Are different faculty to be included in Part B than those in A?

A No. Report the fringe benefits only for those faculty whose you reported in Part A, Sections I and II.

Q Our institution does not pay into a workmen's compensation fund we're self-insured. Should we report the benefits paid out in 1987-88?

A No. Report the (estimated) amount which would otherwise be paid to the State. The same is true for unemployment compensation.

## PURPOSE

Through IPEDS and CS' coordination with the Equal Employment Opportunity Commission, it will be possible for the first time to obtain and report a comprehensive picture of staff in postsecondary education -- their status -- full-time or part-time and by the type of work they

## USES OF DATA

CS will use the totals of full-time and part-time staff from the EEO-6 form for Institutions with 15 or more full-time and part-time employees and the IPEDS abbreviated staff form for smaller Institutions to get an estimate of the total number of individuals employed in the postsecondary education sector. Uses of the data will also include:

- (1) Supplement to the Equal Employment Opportunity Commission's data collection (Form EEO-6);
- (2) A comprehensive picture of persons employed in the postsecondary education sector;
- (3) Data for postsecondary Institutions on the usage of part-time faculty; and
- (4) Comparison of staffing patterns by Institutional type and control and will permit relationships among financial resources and staff resources to be drawn.



date is November 15th.

#### D. COVERAGE

All persons on the institution's payroll as of October 1, 1987 are to be included in this report.

Exclusions - Do not include the following persons in this report:

1. Casual employees.
2. Students in the College Work-Study program.
3. Persons whose services are paid by an outside contractor performing a function for the institution such as custodial maintenance, food service, security, etc.
4. Persons who volunteer or donate services to the institution.

#### E. INSTRUCTIONS FOR COMPLETING THIS FORM

##### PART A - NUMBER OF PERSONS EMPLOYED BY POSTSECONDARY EDUCATION INSTITUTIONS

Employees as of October 1, 1987 By Primary Occupational Activity <sup>1</sup>	Line No.	Number of Employees			
		Full-time		Part-time	
		Men (1)	Women (2)	Men (3)	Women (4)
Executive, Administrative and Managerial	1				
Faculty	2				
Students	3				
	4				
Support	5				
	6				
	7				
	8				
	9				

in the College Work-Study Program

PART A - NUMBER OF PERSONS EMPLOYED BY POSTSECONDARY EDUCATION INSTITUTIONS

- o Report in columns 1-4 men and women by their full-time/part-time status as of October 1, 1987. This status is to be determined by the institution. The attached definitions should assist in clarifying full-time/part-time status.
  - o Each employee must be accounted for in one and only one of the primary occupational activity categories in Part A, lines 1-8. If an employee is engaged in two or more separate activities, the employee should be reported in the principal activity. The institution should determine what constitutes the principal activity.
- E: If there are no employees in a category, please indicate this with a zero.

The following explanations of categories identified by their line numbers will assist in the assignment of employees to primary occupational activity categories.

1. Executive, Administrative, and Managerial

Report all persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent

to exercise discretion and independent judgement, and to direct the work of others. Report in this category all officers holding titles such as President, Vice President, Dean, or the equivalent, as well as officers subordinate to these administrators with such titles as Associate Dean, Assistant Dean, Executive Officer of academic departments (department heads, or the equivalent) if their principal activity is administrative.

NOTE: Supervisors of professional employees are included here, while supervisors of nonprofessional employees (technical, craft, and service/maintenance force) are to be reported within the specific categories of the personnel they supervise.

Line 2. Faculty (Instruction/Research)

Report all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent, or any one of these academic ranks. If their principal activity is instructional, report in this category Deans, Directors, or the equivalent, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairmen, department heads, or the equivalent). Do not include student assistants or research assistants here, but report them on

Report all students employed on a part-time status for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. These positions are typically held by graduate students having such titles as teaching assistant, teaching associate, teaching fellow, or research assistant. Exclude any students in the College Work-Study Program.

4. Professional Non-Faculty

Report all persons employed for the primary purpose of performing academic support, student service, and institutional support activities, whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Includes employees such as librarians, accountants, persons who sell educational services, student personnel workers, counselors, system analysts, and coaches.

5. Technical and Paraprofessionals

Report all persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many 2-year technical institutions, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aids, junior engineers, mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators,

technicians (medical, dental, electronic, physical sciences and similar occupational activity categories which are institutionally defined as technical assignments.

Line 6. Clerical and Secretarial

Report all persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paper work required in an office, such as bookkeepers, stenographers, clerk-typists, office-machine operators, statistical clerks, payroll clerks, etc. Include also sales clerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.

Line 7. Skilled Crafts

Report all persons whose assignments typically require specialized manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job experience or through apprenticeship or other training programs. Include mechanics and repairmen, electrical and mechanical engineers, skilled machinists, printers, compositors, and type-setters.

Line 8.      Service/Maintenance

Report all persons whose assignments require limited degrees of previously acquired skills and knowledge and who perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the Institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundkeepers, refuse collectors, construction laborers, and security personnel.

FOR PART B - CONTRACTED OR DONATED SERVICES

If the Institution contracts with outside firms for services, either in whole or in part, or receives donated services (volunteers, services provided by the Systems Office for which the branch is not charged, etc.) which would otherwise be provided by paid employees, check the appropriate box. If a service for which your institution contracts is not listed, check "other".

**PART B - CONTRACTED OR DONATED SERVICES**

*Please indicate any services not provided by the employee contracted by or donated to the institution*

Check all that apply.

- |  |                                |
|--|--------------------------------|
| (1) <input type="checkbox"/> Faculty (Instruction/Research)  | (3) <input type="checkbox"/> S |
| (2) <input type="checkbox"/> Technical and Paraprofessionals | (4) <input type="checkbox"/> C |
| (5) <input type="checkbox"/> No services are contracted      |                                |

F. EDIT SPECIFICATIONS

1. Every cell in Part A, Line 9 columns 1-4 must have a numeric entry.  
If there are no employees in a category, enter zero.
2. If there is an entry greater than zero in any column, lines 1-8, the line 9 must be greater than zero in the particular column.

## Questions and Answers

- Q. If an institution hires three graduate students to work on a research project for 20, 30, 40 hours a week, how should they be reported?
- A. The institution should define graduate students working as instruction/research assistants who perform services full-time or part-time. These students should be reported as part-time employees regardless of whether they worked full-time or part-time.
- Q. How should a cafeteria worker whose duties are cashiering be classified?
- A. Even though the employee is included in their manpower resources as a cafeteria worker, the institution should report the employee under the category clerical/secretarial because the activity is of a clerical nature.
- Q. If a skilled craftsman is hired to work in an apprenticeship program, and his activities include instructing as well as performing services, should these two activities be considered separately?
- A. No. The institution should report the employee in only one category, "skilled crafts" category.
- Q. Define part-time employee as opposed to casual.
- A. The institution should define part-time hours worked per week, status of the employee (full-time or permanent) factors should be considered. Casual employees are usually students who work during a "crunch", such as at registration, that last only for a day, week, or month.





libraries in postsecondary institutions.

## B. USES OF DATA

The users and use of the data include the following:

- o Congress assesses the impact of library grant programs, the need for revisions of present legislation, and the allocation of funds.
- o Federal agencies - The Education Department, NCLIS, the National Library of Medicine, and the Library of Congress use the data to evaluate the condition of libraries and to administer programs.
- o State Education Agencies coordinate the collection of library data in their States and retain the data for regional and national comparisons of library development, staff salaries, and expenditures.
- o College librarians and administrators compare their libraries with other college libraries in such areas as numbers and types of collections, budgets, staff, and salaries. They also use these statistics to plan for effective use of local, State, and Federal funds.

- o Library associations use the Information to determine the status of library operations and the status of the profession.
- o Accrediting agencies use the Information as evidence that an institution is or is not maintaining a quality program.
- o Research organizations use data for studies on libraries.
- o The National Library of Medicine uses the data to identify the number of health science libraries, to project the use of services to other libraries, to prepare documentation for Congressional budget hearings and inquiries, and to evaluate the impact of the Medical Library Assistance Act on the use of trained librarians.
- o The Center for Libraries and Education Improvement uses the data to determine the proportion of Federal Funds to total library and institutional expenditures for assessing maintenance of effort and matching requirements, to evaluate existing programs, and to prepare documentations for Congressional budget hearings and inquiries.
- o Staff data are input to supply/demand models for professional and paraprofessional librarians.

### C. PERIODICITY

Data for this report will be collected every four (4) years, beginning in fall 1988, and will be due November 15th.

- Information is reported for the following time periods:
- (1) Fiscal year 1988 - a 12-month period between June 1, 1987 and September 30, 1988 which corresponds to your institution's fiscal year.
  - (2) Typical week in fall semester, 1988 - a typical week is one without holidays when the central or main library is open during its regular hours for general use.
  - (3) Fall 1988 - the point in time in the fall of 1988 when the survey form is being completed.

E. INSTRUCTIONS FOR COMPLETING THIS FORM

GENERAL INSTRUCTIONS

Please respond to each item on this report in the space provided. The Glossary provides definitions of terms used in this report. If an exact figure is not available for a particular item but the amount is known to be greater than zero, ENTER AN ESTIMATE OF THE AMOUNT and indicate by use of parentheses. Refer to the American National Standard for Library Information Sciences and Related Publishing Practices-Library Statistics (1983) for information on estimation methods and other definition clarifications. Items which are left blank will be interpreted as zero or not relevant to your library. Request help from your business office providing library expenditure and contracted salary, wage, and fringe benefit data.

## PART A - NUMBER AND HOURS OF PUBLIC SERVICE OUTLETS, FISCAL YEAR 1988

ITEM	LINE NO.	
BRANCH LIBRARIES (EXCLUDE MAIN OR CENTRAL LIBRARY)	1	
ANNUAL PUBLIC SERVICE HOURS	2	

BRANCH LIBRARIES (line 1). Report the number of branch libraries at institution that are open all or part of fiscal year 1988. (DO NOT REPORT THE MAIN OR CENTRAL LIBRARY). Branch libraries are auxiliary units which have all of the following: (1) separate quarters, (2) a permanent collection of books, (3) a permanent staff, and (4) a regular schedule for opening to the public. They are, however, administered from a central unit. (For certain types of institutions, they are part of an institution with the same FICE code as the central library).

ANNUAL PUBLIC SERVICE HOURS (line 2). Report the total hours of public service of the main or central library and of all branches during fiscal year 1988. If the main library is open 60 hours per week ( $60 \times 52 \text{ weeks} = 3120$ ), less 5 days of 10 hours each closed for holidays, the main library total is  $3120 \text{ less } 50 = 3070$  hours. If 3 branch libraries also open the same number of hours as the main library (regardless whether or not all facilities are open at the same time) the annual aggregate for the library is  $4 \times 3070 = 12,280$  hours.

**PART B - LIBRARY STAFF, FALL 1988**  
**(EXCLUDE MAINTENANCE AND CUSTODIAL STAFF)**

STAFF	LINE NO.	NUMBER OF FTE
	3	
STAFF	4	
SERVICES STAFF (TO BE REPORTED ONLY BY PRIVATELY CONTROLLED WHICH ARE AFFILIATED WITH A RELIGIOUS ORGANIZATION)	5	
ANCE FROM ALL FUNDING SOURCES	6	
THROUGH 61	7	

**FULL-TIME EQUIVALENT (FTE) EMPLOYEES.** Report the sum of the number of full-time employees plus the number of full-time equivalent of the part-time employees. To compute full-time equivalents of part-time employees, divide the number of hours worked by a part-time employee and divide it by the number of hours CONSIDERED BY THE REPORTING LIBRARY TO BE A FULL-TIME WEEK. (E.g., 60 hours per week of part-time work divided by 40 hours per full-time week equals 1.5 (FTE)).

**LIBRARIANS (line 3).** Report the number of staff members doing work that requires professional training and skill in the theoretical or scientific aspect of library work, or both, as distinct from its mechanical or clerical aspect. Include unfilled positions if search is currently underway.

**OTHER PAID STAFF (line 4).** Report the total FTE for all other paid library staff in filled positions in Fall 1988 who are paid annual salaries. If professional or nonprofessional staff in your library are paid hourly wages, yet fill positions which are salaried annually in most libraries, they should also be included. Exclude maintenance and custodial staff.

CONTRIBUTED SERVICES STAFF (line 5). Report the total FTE of contributed services staff. Contributed services staff should be reported only for religious institutions or institutions affiliated with religious or theological organizations. Publicly controlled institutions receiving volunteer or contributed services (if any) should exclude data respecting such services in this report.

STUDENT ASSISTANCE FROM ALL FUNDING SOURCES (line 6). Report the total FTE for student assistance, by students employed on an hourly basis whose wages are charged either to the library budget or to a budget other than the library budget. Exclude maintenance and custodial staff.

TOTAL FTE STAFF (line 7). Report the sum of lines 3 through 6.

#### PART C - Library Operating Expenditures, Fiscal Year 1988

Part C has been divided into two sections to facilitate reporting. All operating expenditures should be reported in Section I, Standard Operating Expenditures, which includes lines for items that appear in most library operating budgets. Section II, Selected Special Expenditures, includes lines for expenditures which may appear in different places on different library budgets. (For example, online database searching may be considered collection expenditures in some libraries. In other libraries it may be reported under "other operating expenditures.") Section II is a subset of Section I and most likely would have been reported as "other operating expenditures." They are requested here, however, so that trends in these important areas may be documented.

EXPENDITURES (lines 8-24). Report the funds expended from the library budget in fiscal year 1988 regardless of when the funds may have been received from Federal, State, or other resources. Expenditures should be reported for the 12-month period which corresponds to your library's fiscal year between the calendar period June 1, 1987, to September 30, 1988. Report all expenditures in whole dollars.

**PART C - LIBRARY OPERATING EXPENDITURES, FISCAL YEAR 1988**

**SECTION 1. STANDARD OPERATING EXPENDITURES**

CATEGORY	LINE NO.	(WHOLE DOLLARS)
SALARIES AND WAGES	8	\$
FRINGE BENEFITS	9	\$
COLLECTIONS	10	\$
PRINT MATERIALS (EXCLUDE SERIAL SUBSCRIPTIONS AND MICROFORMS)	11	\$
SERIAL SUBSCRIPTIONS (INCLUDE ALL PHYSICAL FORMATS)	12	\$
MICROFORMS (EXCLUDE SERIAL SUBSCRIPTIONS)	13	\$
COMPUTER SOFTWARE	14	\$
AUDIOVISUAL MATERIALS	15	\$
OTHER	16	\$
CONSERVATION	17	\$
EQUIPMENT	18	\$
ALL OTHER OPERATING EXPENDITURES	19	\$
TOTAL OPERATING EXPENDITURES (SUM OF LINES 8 THROUGH 19)		\$

o SECTION 1: Standard Operating Expenditures

SALARIES AND WAGES (line 8). Report expenditures for full-time and part-time salaries and wages before deductions, but exclude fringe benefits provided by your institution for all regular library staff. Exclude contributed services, maintenance and custodial staff, and students serving

FRINGE BENEFITS (line 9). Report

for all library staff whose

line 8. Fringe benefits are



the form of supplementary or deferred compensation other than salary. The employee's contribution should be excluded in determining the dollar value of fringe benefits. Fringe benefits include: retirement plans, medical plans, guaranteed disability income protection plans, tuition plans, life insurance plans, social security taxes, unemployment compensation, group life insurance plans, workmen's compensation, and other benefits in-kind with cash options. If these benefits are paid from the library budget, please enter zero.

PRINT MATERIALS (line 10). Report expenditures for all materials consisting primarily of words and usually produced by making an impression with ink on paper. Included in this category are materials that do not require magnification, such as books, government documents, braille materials, ephemeral materials, and the like. Exclude serial subscriptions and microforms.

SERIAL SUBSCRIPTIONS (line 11). Report expenditures for publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annuals (report yearbooks, etc.), memoirs, proceedings, and transactions of societies; they may include monographic and publishers'

MICROFORMS (line 12). Report expenditures for all photographic reproductions of textual, tabular, or graphic materials in size so that they can be used only with magnification.

ent materials (roll microfilm, aperture cards, microfiche, and ultrafiche) and reproductions on opaque materials. Exclude serial subscriptions.

COMPUTER SOFTWARE (line 13). Report expenditures for all programs, procedures, and associated documentation that instruct the computer to perform certain tasks. This excludes the physical components of a computer (hardware).

AUDIOVISUAL MATERIALS (Line 14). Report expenditures for all library materials that are displayed by visual projection or magnification or through sound reproduction, or both, including graphic materials, audio materials, motion pictures, video materials, and special visual materials such as cartographic and three-dimensional materials.

OTHER (line 15). Report any expenditures for other collection materials not placed in lines 10 to 14.

CONSERVATION (line 16). Report any expenditures spent on specific measures, individual or collective, undertaken for the repair, maintenance, restoration, or protection of library materials, including but not limited to binding and rebinding, materials conversion, deacidification, lamination, and restoration.

EQUIPMENT (line 17). Report expenditures for all library equipment purchased during the 1987 fiscal year. Include microform equipment, audiovisual equipment and computer related equipment.

es for travel, rental, leases, insurance, postage and printing, replacement of equipment and furnishings, and membership costs and students working on an hour. Exclude expenditures for utilities, plant maintenance, and capital outlay.

TOTAL OPERATING EXPENDITURES (line 19). Report the sum 8-18.

EDIT CHECK. The total reported on line 9 must be that reported on line 8.

SECTION II. SELECTED SPECIAL EXPENDITURES	
1 COMMUNICATIONS	
2 POSTAGE	
3 TELECOMMUNICATIONS	
4 CONTRACTED COMPUTER SERVICES	
5 ONLINE DATABASE SEARCHING	
6 COMPUTER HARDWARE	

- o SECTION II: Selected Special Expenditures. (Note: expenditures should have been included in lines 8-18)

POSTAGE (line 20). Report all expenditures for postage delivery, including U.S. Mail and commercial delivery during the 1988 fiscal year.

TELECOMMUNICATIONS (line 21). Report any separately reported expenditures for all types of telephone services and services as electronic mail, teleconferencing, teletype, telex, etc.

CONTRACTED COMPUTER SERVICES (line 22). Report any costs related to purchased library services done for your library or computers by a computerized library network, computerized cooperative library organization, or by a commercial organization providing library services. Telecommunications costs may be included.

ONLINE DATABASE SEARCHING (line 23). Report any expenditures for all reference transactions in which the source utilized is one or more databases searched online by computer.

COMPUTER HARDWARE (line 24). Report any costs related to the purchase of computers, printers, or any physical component of the computer.

EDIT CHECK. The calculated sum of lines 20 through 24 must be less than the sum reported on line 19.

PART D - LIBRARY COLLECTIONS, FISCAL YEAR 1981

CATEGORY	LINE NO.	TOTAL NUMBER ADDED DURING FISCAL YEAR ( )	TOTAL
BOOKS, BOUND SERIALS AND GOVERNMENT DOCUMENTS (INCLUDE BOUND PERIODICALS AND NEWSPAPERS AND EXCLUDE MICROFORMS)	25		
NUMBER OF VOLUMES			
NUMBER OF TITLES*	26		
NUMBER OF GOVERNMENT DOCUMENT TITLES* (NOT REPORTED ON LINES 26 AND 28)	27		
CURRENT SERIAL SUBSCRIPTIONS (INCLUDE PERIODICALS, NEWSPAPERS AND GOVERNMENT DOCUMENTS)	28		
NUMBER OF TITLES*			
MICROFORMS	29		
NUMBER OF BOOK TITLES* REPRESENTED BY MICROFORMS			
NUMBER OF SERIAL TITLES* REPRESENTED BY MICROFORMS	30		
NUMBER OF GOVERNMENT DOCUMENT TITLES* REPRESENTED BY MICROFORMS AND NOT ALREADY COUNTED	31		
TOTAL NUMBER OF PHYSICAL UNITS (NOT TITLES) OF ALL TYPES OF MICROFORMS	32		
MANUSCRIPTS AND ARCHIVES (IN LINEAR FEET)	33		
CARTOGRAPHIC MATERIALS, NUMBER OF UNITS	34		

PART D - LIBRARY COLLECTIONS, FISCAL YEAR 1988 (CONTINUED)

GRAPHIC MATERIALS, NUMBER OF UNITS	35		
AUDIO MATERIALS, NUMBER OF TITLES*	36		
FILMS, NUMBER OF TITLES*	37		
VIDEO MATERIALS, NUMBER OF TITLES*	38		
MACHINE READABLE MATERIALS, NUMBER OF TITLES*	39		
OTHER LIBRARY MATERIALS, NUMBER OF TITLES*	40		

PART D - Library Collections, Fiscal Year 1988

TOTAL NUMBER ADDED DURING FISCAL YEAR (Column 1). Report the number of each category added. Do not subtract the number withdrawn.

TOTAL NUMBER HELD AT END OF FISCAL YEAR (Column 2). Report the total number of each category held at end of fiscal year.

VOLUMES (line 25). Report the number of volumes of any printed, typewritten, handwritten, mimeographed, or processed work, contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, or otherwise made ready for use.

TITLES (line 26). Report the number of titles of any publication which forms a separate bibliographic whole, whether issued in one or several volumes, reels, disks, slides, or parts. It applies equally to printed materials, such as books and periodicals, as well as to audiovisual materials and microforms. Report the number of items for which a separate shelflist entry has been made. (SHEFLIST: A record of materials in

library, arranged in the order in which the materials stand when they are shelved or stored.) Thus, six copies of the same edition of a title count as one title; two editions of the same title which have been cataloged or recorded separately count as two titles; a set of six monographs for which six shelflist entries have been made count as six titles; and two multivolume sets of the same edition for which one shelflist entry has been made count as one title.

GOVERNMENT DOCUMENT TITLES (line 27). Report the number of materials in book, serial, or other form of library materials that are published by a government agency. These include publications of federal, state, local, and foreign governments and of intergovernmental organizations to which governments belong and appoint representatives (e.g. the United Nations, Organizations of American States, and the Erie Basin Commission).

Government documents that are cataloged and shelved with the regular collection should be reported on lines 25 and 26. Only government documents that are organized separately should be reported on line 27.

CURRENT SERIAL SUBSCRIPTIONS (line 28). Report the number of different titles subscribed to, and not the number of individual issues (exclude duplicate subscriptions). Include periodicals, newspapers, and government documents issued serially.

MICROFORMS (lines 29-31). Report the number of different titles of materials for each of the different categories that have been photographically reduced in size for storage, protection, and inexpensive publication purposes, and which must be read with the help of enlarging instruments.

Examples of microforms are: microfilm, microcard, and microfiche. These are also called microcopy and microtes. Exclude duplicate

PHYSICAL UNITS OF ALL TYPES OF MICROFORMS (line 32). Report the number of physical units (not titles) of all types of microforms.

MANUSCRIPTS AND ARCHIVES (line 33). Report the linear feet of space occupied by these materials. Manuscripts are handwritten documents, including carbon copies. Archives are noncurrent records of an organization or institution preserved because of their historical value.

CARTOGRAPHIC MATERIALS (line 34). Report the number of units of materials representing in whole or in part the earth or any celestial body on a scale. These materials include two- and three-dimensional maps and globes.

GRAPHIC MATERIALS (line 35). Report the number of units of materials for viewing without sound. The materials may or may not be projected or magnified. They include art originals, art prints, art reproductions, slides, transparencies, filmstrips, photographs, pictures, posters, study prints, and the like.

AUDIO MATERIALS (line 36). Report the number of titles of materials which sounds (only) are stored (recorded) and that can be reproduced (played back) mechanically, electronically, or both. These materials include audiocassettes, audiocartridges, audiodiscs, audioreel recordings, books, and other sound recordings.

movement when projected in rapid succession (usually 18 or 24 frames per second). Films are produced in a variety of sizes (1, super 1, 16, 35, 55, and 70 mm) and a variety of formats (cartridge, cassette, loop, reel).

VIDEO MATERIALS (line 38). Report the number of titles of materials on which both picture and sound are recorded. Electronic playback reproduces both pictures and sounds using a television receiver or monitor.

MACHINE-READABLE MATERIALS (line 39). Report the number of titles of materials in a form designed to be processed by a machine, usually a computer, either as input or as output, that have data recorded on them in some form. These materials include data files and computer program files. Typically, these files are stored on such media as punched cards, paper tape, magnetic tape and disks, and digital videodisks. These materials exclude computer outputs that are eye-legible or can be read with magnification. Include microcomputer software in this category.

OTHER LIBRARY MATERIALS (line 40). Report here any materials not already included on lines 25-39.



CATEGORY	LINE NO
CIRCULATION TRANSACTIONS GENERAL COLLECTION	41
RESERVE COLLECTION	42
INTERLIBRARY LOANS PROVIDED TO OTHER LIBRARIES	43
RECEIVED FROM OTHER LIBRARIES	44

### PART E - Library Loan Transactions, Fiscal Year 1988

CIRCULATION TRANSACTIONS (lines 41-42). Report the number of from the general (line 41) and reserve (line 42) collection library separately, for use usually (although not always) on library. These activities include charging, either manually or cally, and also renewals, each of which is reported as a c transaction.

INTERLIBRARY LOANS (lines 42-44). Report the number of trans which library materials, or copies of the materials, are made by one library to another upon request. Loans include both (line 43) and receiving (line 44). Libraries involved in the library loans cannot be under the same administration or on campus.

## PART F - LIBRARY SERVICE PER TYPICAL WEEK, FALL 1983

CATEGORY	LINE NO	
PUBLIC SERVICE HOURS	45	
ATTENDANCE IN LIBRARY	46	
IN LIBRARY USE OF LIBRARY MATERIALS	47	
REFERENCE TRANSACTIONS	48	
DIRECTIONAL TRANSACTIONS	49	
INFORMATION SERVICE TO GROUPS NUMBER OF PRESENTATIONS	50	
NUMBER OF PERSONS SERVED IN PRESENTATIONS	51	
ONLINE DATABASE SEARCHES	52	

PART F - Library Service Per Typical Week, Fall 1988

Collect data during a typical week in the fall and report the results here. A typical week is defined as a week in which the library is open for its regular hours and contains no holidays. It is seven consecutive calendar days, from Sunday through Saturday, or whatever days the library is normally open that period. If data available for an entire year is more than for a typical week, then estimate a weekly count by dividing the annual figure by 52.

PUBLIC SERVICE HOURS (line 45). Report an unduplicated count of hours for the main library and branches using the following method. If a library is open from 9:00 a.m. to 5:00 p.m. Monday through Friday, it should report 40 hours per week. If several of its branches are also open during the same hours, the figure remains 40 hours. Should Branch A also be open in the evening from 7:00 and 9:00, the total hours which users can find service becomes 42. If Branch B is open the same hours on the same evening, the total remains 42 but if it is open 2 hours on another evening, the total becomes 44 hours during which users can find service.

ATTENDANCE IN LIBRARY (line 46). Report the total number entering the library per typical week, including persons attending classes, meetings, and those persons requiring no staff services.

IN-LIBRARY USE OF LIBRARY MATERIALS (line 47). Report the total number of materials utilized in the library but not checked out. These include reference books, periodicals, book stock, AND ALL OTHER LIBRARY MATERIALS THAT ARE USED WITHIN the library. (For a method of measuring in-library use please refer to Output Measures for Public Libraries, 1982.)

REFERENCE TRANSACTIONS (line 48). Report the total number of reference transactions. A reference transaction is an information consultation that involves the knowledge, use, recommendations, interpretation, or selection of information in the use of one or more information sources by a member of library staff. Information sources include printed and non-printed materials, machine-readable databases (including computer assisted retrieval), catalogs and other holdings, records, and through communication with other libraries and institutions, and persons both inside and outside the library. Include information and referral services that include both reference and directional services reported as one reference transaction. When a staff member provides information gained from a previous use of information sources to answer a question, report as a reference transaction, even if the source is consulted again during this transaction. Duration should be a significant element in determining whether a transaction is reference or directional.

transactions. A directional transaction is an information contact which facilitates the use of the library in which the contact occurs and which does NOT involve the knowledge, use, recommendation, interpretation, or instruction in the use of any information sources other than those which describe the library, such as schedules, floor plans, handbooks, and policy statements. Examples of directional transactions include giving instruction in locating, within the library, staff, library users, or physical features, etc., and giving assistance of a non-bibliographic nature with machines.

INFORMATION SERVICE TO GROUPS (line 50-51). Report the total number of presentations (line 50), and the total number of persons served by those presentations (line 51). An information contact is one which a staff member or person invited by a staff member provides information intended for a number of persons and planned in advance. Information service to groups may be either bibliographic instruction or library use presentations, or it may be cultural, recreational, or educational presentations. Presentations both on and off the library premises should be included, as long as they are sponsored by the library. Do not include meetings sponsored by other groups using library meeting rooms.

ONLINE DATABASE SEARCHES (line 52). Report the number of reference transactions in which the source utilized is one or more databases searched online by a computer. These should also be included on line 48.

EDIT CHECK. If data is reported on line 50, data should also be reported on line 51 and vice versa. The total reported on line 46 must be equal to or greater than that reported on line 51.

### DEFINITIONS

BOOKS. Nonperiodical printed publications bound in hard or soft covers or in loose-leaf format, of at least forty-nine pages, exclusive of cover pages, or a juvenile nonperiodical publication of any length. Includes books in hard or soft covers.

BOUND PERIODICALS. A publication in any medium intended to be published indefinitely at regular or stated intervals, generally more than annually. Individual issues are numbered consecutively or sequentially. Normally contain separate articles, stories, or other writings. Includes newspapers disseminating general news, and the proceedings of organizations, papers, or other publications of corporate bodies primarily for use at their meetings.

LIBRARY. An organized collection of printed, microform, and audiovisual materials which (a) is administered as one or more units, (b) is located in one or more designated places, and (c) makes printed, microform, and audiovisual materials as well as necessary equipment and services available to staff accessible to students and to faculty. This includes units that do not meet the above definition which are part of a learning resource center.

NEWSPAPERS. Those serials that are designed mainly to be a primary source of written information on current events. They may also include

as well as illustrations, advertisements, legal notices, and vital statistics. Newspapers appear with a masthead and are usually printed on newsprint without a cover.

RESERVE COLLECTION. Those materials that have been removed from the general library collection and set aside in a library so that they will be on hand for a certain course of study or activity in process. Usually, the circulation and the length of loan of items in a reserve collection are restricted so that these items will be available to many users who have need of them within a limited time period.

SERIALS. Publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annuals (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies, they may include monographic and publishers' series.